



**Shobhit
University**

EDUCATION EMPOWERS

Babji Vijendra Marg, Adarsh Institutional
Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel: +91 7830810052
E-mail: registrargangoh@shobhituniversity.ac.in
U.: www.sug.ac.in

School of Business Studies & Entrepreneurship

Dated: 16th May, 2019

Office Note

Sub: Regarding Constitution of Board of Studies (BOS)

School of Business Studies & Entrepreneurship requests the pleasure of Hon'ble Vice Chancellor, Shobhit University, Gangoh for the constitution of BOS for a period of three years w.e.f 20th June, 2019. As per the schedule 8 of University Ordinance for UG/PG Programme of SBSE (Relevant page is attached). The composition of faculty BOS is as follows:-

- (i) Director/Principal/HoD of concerned Departments/College/Institute: **Chairperson**
- (ii) All Professors of the concerned Departments/College/Institute : **Member(s)**
- (iii) Two Associate Professors of the concerned Departments/College/Institute : **Member(s)**
- (iv) Two Assistant Professors of the concerned Departments/College/Institute : **Member(s)**
- (v) Two to four outside subject experts nominated by the Vice-Chancellor : **Member(s)**
(Associate Professor or above or equivalent)

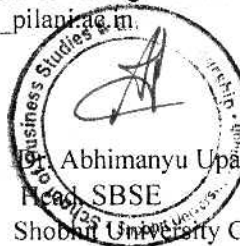
Following names are hereby proposed by the School of Business Studies & Entrepreneurship for BOS. Kindly approved it so that the necessary action be taken in due course of time

- (i) Dr. Abhimanyu Upadhyay , Associate Professor & Head, School of Business Studies & Entrepreneurship, Shobhit University Gangoh **Chairperson**
- (ii) Mr. Somprabh Dubey, Asstt. Professor School of Business Studies & Entrepreneurship Shobhit University Gangoh **Member(s)**
- (iii) Mr. Harsh Panwar, Asstt. Professor , School of Business Studies & Entrepreneurship Shobhit University Gangoh **Members(s)**

Kindly also approve any two of the following names as External Experts Member(s)

- ✓ 1. Prof.(Dr.) Vikas Tripathi, Dept. of Management studies GLA University Mathura contact no.8126369444, vikas.tripathi@gla.ac.in
- ✓ 2. Dr. Nishant Pandey , Assoc. Prof. School of Business Studies, Amity University NOIDA contact no.9557905650, nkumar23@amity.edu
- 3. Dr. Nirankush Dutta , Associate Professor, Department of Management Studies BITS Pilani contact no.9560519781, nirankush.dutta@pilani.bits_pilani.ac.in

Submitted for approval please


Dr. Abhimanyu Upadhyaya
Head, SBSE
Shobhit University Gangoh

VC / Approved

R/Head



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 10/12/2019

NOTICE

Subject: Meeting of the Board of Studies

All members of the Board of Studies are hereby informed that a meeting will be held as per the following details:

Date: 20.12.2019

Time: 10 am


Venue: <https://meet.google.com/zig-jdom-eer> (Online Meeting Link)

Agenda:

1. Approval of the Minutes of the 13th BOS Meeting held on 25 June 2019
2. Analysis of Students' feedback & Action taken report
3. Analysis of the feedback on curriculum from stakeholders
4. Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA & MBA for session **Jan. to June 2020**.
5. Discussion on the Value Added courses offered for students and ratification of the same.
6. Any other matter with the permission of the Chair

All members are requested to make it convenient to attend the meeting and come prepared with relevant documents and suggestions.

Issued by:


Dr. Abhimanyu Upadhaya
Chairperson, Board of Studies



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SHOBHIT UNIVRSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 10/12/2019

To

Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 20.12.2019

Time: 10 am

Mode: <https://meet.google.com/zig-jdom-eer> (Online Mode Link)

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs. We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,


Chairman (BOS)



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 10/012/2019

To

Dr. Nishant Pandey
Assoc. Prof
School of Business Studies, Amity University NOIDA

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 20.12.2019

Time: 10 am

Mode: <https://meet.google.com/zig-jdom-eer> (Online Mode)


The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,


Chairman (BOS)





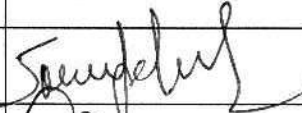
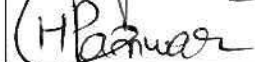
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SHOBHIT UNIVRSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 10/12/2019

Attendance Sheet (14th BOS Meeting)

Sr. No	Name	External/Internal Member	Signature
1	Prof.(Dr.) Vikas Tripathi	External Member	
2	Dr. Nishant Pandey	External Member	
3	Mr. Somprabh Dubey	Internal Member	
4	Mr. Harsh Panwar	Internal Member	


Chairman



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School of Business Studies & Entrepreneurship

Date: 25.06.2019

Minutes of the Meeting of Board of Studies

13th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 26th June 2019 (at 10:00 am onwards) online through Google meet. The following members were present in the meeting:

- | | | |
|----|--|-----------------|
| 1. | Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. | Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. | Dr. Nishant Pandey
Associate Prof
School of Business Studies, Amity University NOIDA | External Expert |
| 4. | Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. | Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 13.1: Approval of the Minutes of the 12th BOS Meeting held on 24 Dec, 2018 was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}

- BOS members approved syllabus of the courses (BS314 & BS325)

Item BOS 13.4: Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA& MBA for session **July to Dec. 2019**. The same are being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-4}

Item BOS 13.5: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:



A handwritten signature in black ink, consisting of stylized letters.

(Dean Academics)

A handwritten signature in black ink, featuring a large, sweeping loop.

(Vice Chancellor)



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School of Business Studies & Entrepreneurship

Date: 20.12.2019

Minutes of the Meeting of Board of Studies

14th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 20th Dec. 2019 (at 10:00 am onwards) online through Google meet. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. Dr. Nishant Pandey
Associate Professor
School of Business Studies, Amity University NOIDA | External Expert |
| 4. Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 14.1: Approval of the Minutes of the 13th BOS Meeting held on 25 June 2019
Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 14.2: Analysis of Students' feedback & Action taken report:

- BOS Chairman has expressed that the student feedback and action taken report process is done at the end of the semester. The BOS members noted the same.

Item BOS 14.3: Analysis of the feedback on curriculum from stakeholders:

- The BOS chairman presented the analysis report of stakeholders' feedback on curriculum. The BOS members noted the same and advised to incorporate the suggestions as per the feasibility. The Action Taken Report is enclosed herewith. {Annexure-2}

Item BOS 14.4: Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA & MBA for session **Jan. to June 2020**. The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-3}

Item BOS 14.5: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:




(Vice Chancellor)





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Stakeholder Feedback Report-2019-20

Feedback Process of Stake Holders:

Stake Holder's feedback is a regular process of the University. University always gives importance to its stake holder's suggestions for curriculum development and other student-related activities. The University generally takes the feedback from the following stake holders



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- Students
- Teachers
- Employers
- Alumni
- Peer Academicians

At our university, we collect feedback from different stakeholders including Alumni, Students, Faculty, Peer Academicians, and Employers. Using online platforms, we gather these insights efficiently for thorough analysis. The processed feedback is then forwarded to various boards for their valuable suggestions. The Departmental Board of Studies synthesizes this information, crafting a comprehensive outcome which is then presented to the Academic Council. During Academic Council meetings, chaired by the Vice Chancellor, detailed discussions and clarifications take place. This collaborative process ensures that every perspective is considered before final approval and implementation of necessary changes. This method not only upholds the academic integrity of our institution but also fosters a culture of continuous improvement and innovation.

Feedback process of the School/Department:

Curriculum Design and Development is a significant process that involves consulting with experts and developing relevant need-based inputs based on feedback from stake holders. In this regard, the University makes the requisite arrangements for students, teachers, alumni and employers to provide input on curriculum-related institutional processes. The ultimate goal of stakeholder input is to gain valuable insights for improving teaching, learning, evaluation, and ability in all areas. Curriculum, as one of the most important elements of the teaching-learning process, must be evaluated on a regular basis. Shobhit University Gangoh has total 09 Schools/Departments and feedback is taken School/Department wise.



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ALUMNI'S FEEDBACK



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Alumni's Feedback Analysis

After systematically assessing and examining the alumni' suggestions, the university uses it as a foundation for making changes to the existing structure. The alumni feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Students:

Alumni feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Alumni

Sl.	Questions	Type				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The courses based on state of art trends and recent developments?	4	3	2	1	0
2	The courses found to be helpful in developing skills and knowledge in respective domain?	4	3	2	1	0
3	The courses found to be productive in competing professionally at national/international level?	4	3	2	1	0
4	The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?	4	3	2	1	0
5	The programme helped to understand the impact of domain knowledge in social and global context?	4	3	2	1	0



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6	The programme provided awareness on recent advancements and innovations?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
7	The programme improved critical thinking ability and problem-solving aptitude.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The programme helped to take independent decisions and perform managerial & administrative functions diligently?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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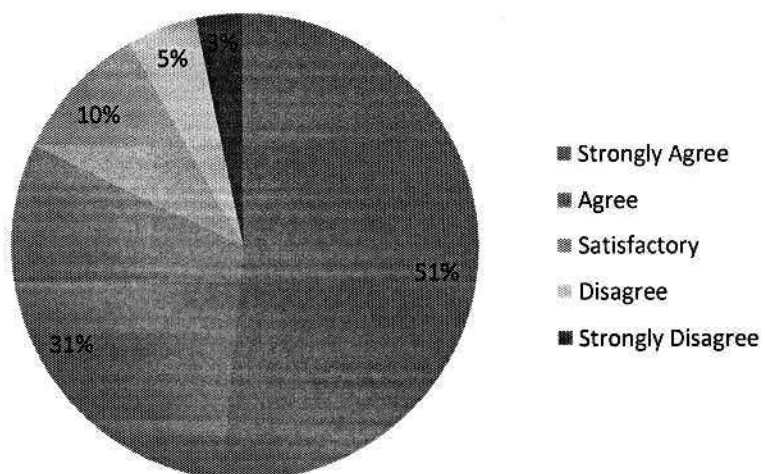
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**Analysis of Alumni' Feedback of School of Business Studies &
Entrepreneurship through Table and Pie Chart**

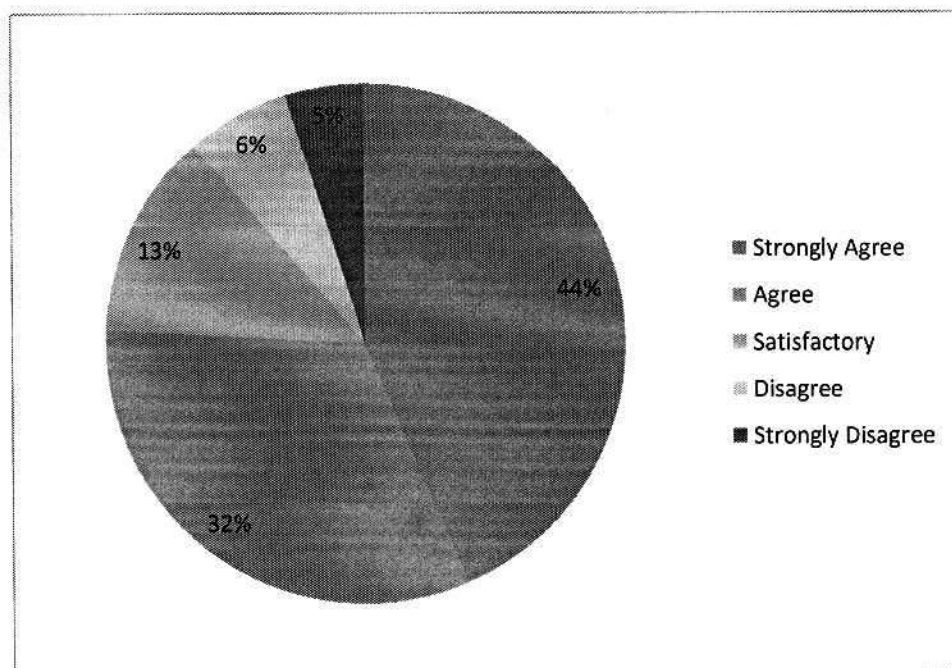
Q.1 The courses based on state of art trends and recent developments?

The courses based on state of art trends and recent developments	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	51.61	30.65	9.68	4.84	3.23





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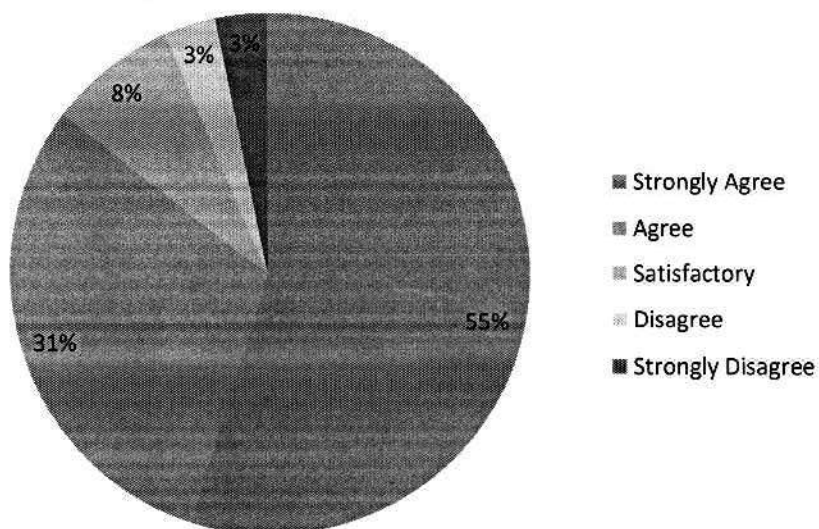
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Q.3 The courses found to be productive in competing professionally at national/international level?

The courses found to be productive in competing professionally at national/international level	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	54.84	30.65	8.06	3.23	3.23





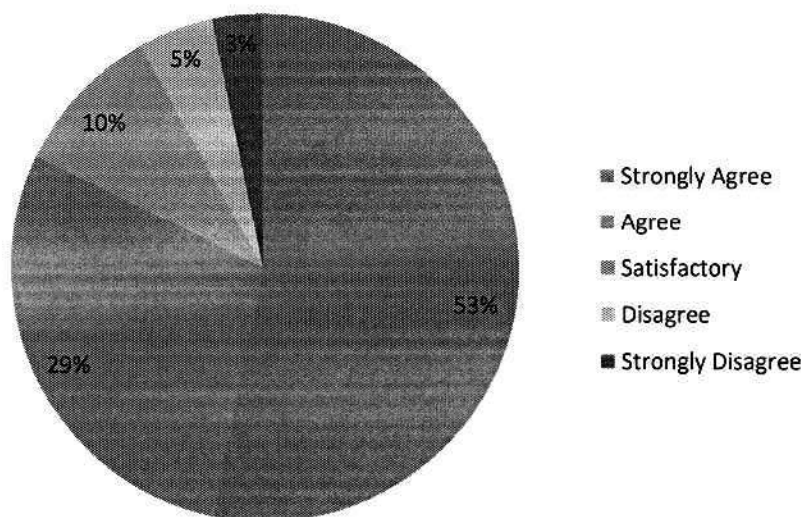
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Q.4 The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?

The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	53.23	29.03	9.68	4.84	3.23





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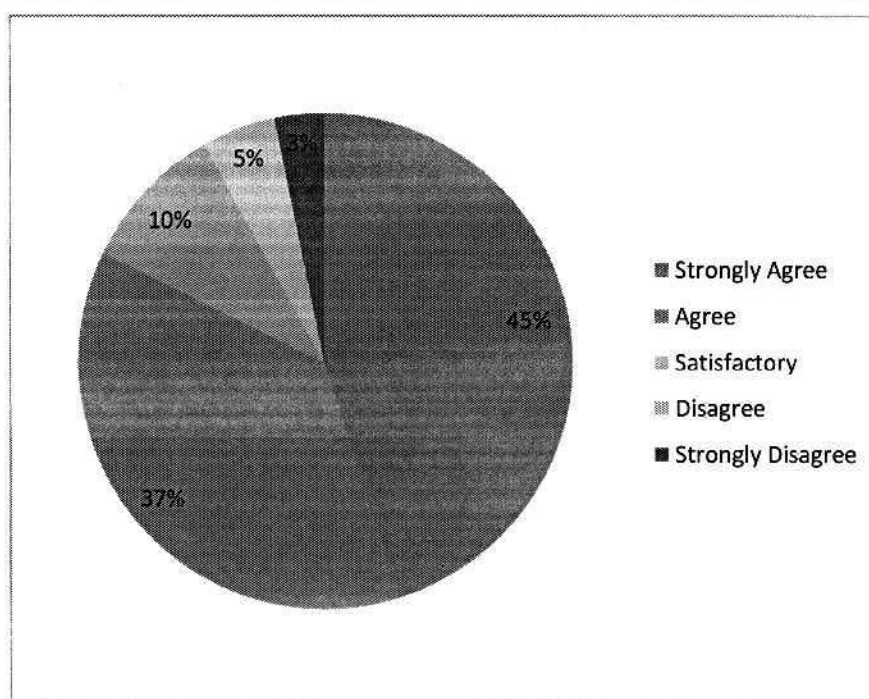
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Q.5 The programme helped to understand the impact of domain knowledge in social and global context?

The programme helped to understand the impact of domain knowledge in social and global context	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.16	37.10	9.68	4.84	3.23





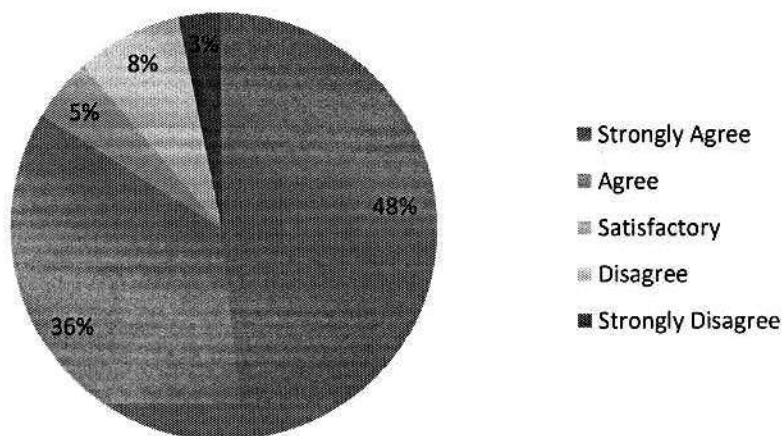
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Q.6 The programme provided awareness on recent advancements and innovations?

The programme provided awareness on recent advancements and innovations	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	48.39	35.48	4.84	8.06	3.23





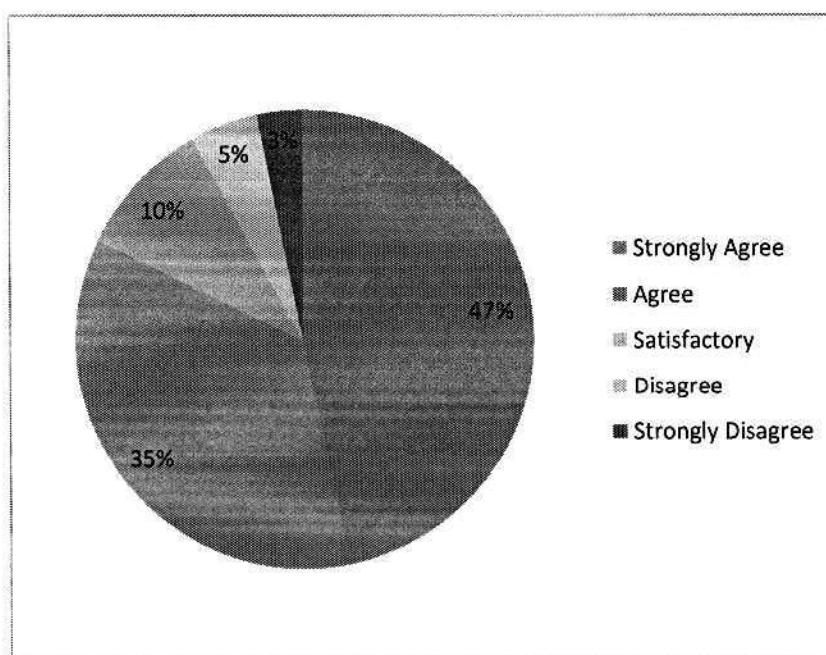
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Q.7 The programme improved critical thinking ability and problem-solving aptitude.

The programme improved critical thinking ability and problem-solving aptitude.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.77	35.48	9.68	4.84	3.23





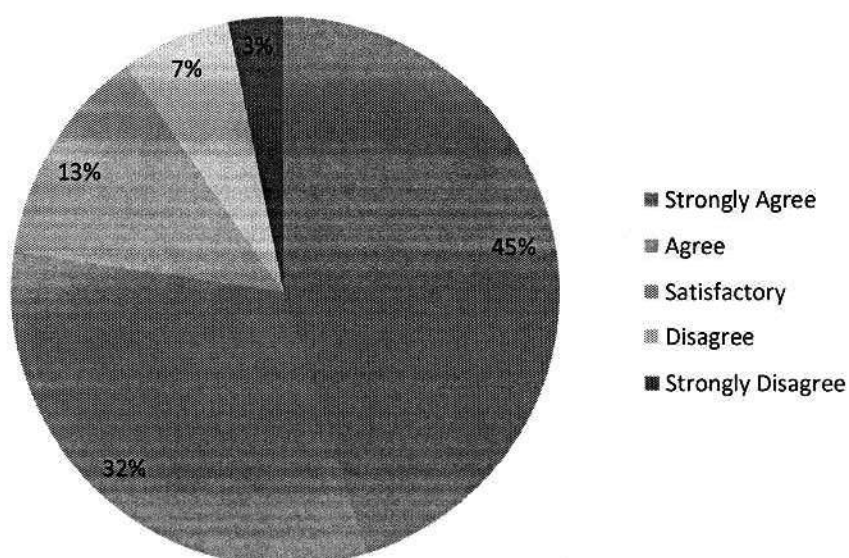
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Q.8 The programme helped to take independent decisions and perform managerial & administerial functions diligently?

The programme helped to take independent decisions and perform managerial & administerial functions diligently	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.16	32.26	12.90	6.45	3.23





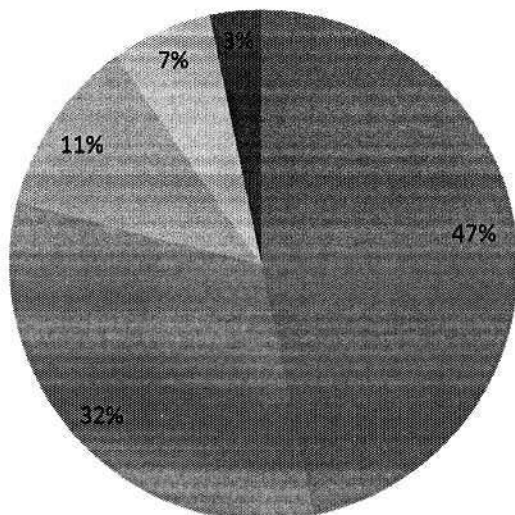
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Q.9 The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?

The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.77	32.26	11.29	6.45	3.23



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



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School of Business & Entrepreneurship(62)

Sr. No	Questions	Details	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
1	The courses based on state of art trends and recent developments?	No of Alumni	32	19	6	3	2
		Percentage	51.61	30.65	9.68	4.84	3.23
2	The courses found to be helpful in developing skills and knowledge in respective domain?	No of Alumni	27	20	8	4	3
		Percentage	43.55	32.26	12.90	6.45	4.84
3	The courses found to be productive in competing professionally at national/international level?	No of Alumni	34	19	5	2	2
		Percentage	54.84	30.65	8.06	3.23	3.23
4	The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?	No of Alumni	33	18	6	3	2
		Percentage	53.23	29.03	9.68	4.84	3.23
5	The programme helped to understand the impact of domain knowledge in social and global context?	No of Alumni	28	23	6	3	2
		Percentage	45.16	37.10	9.68	4.84	3.23
6	The programme provided awareness on recent advancements and innovations?	No of Alumni	30	22	3	5	2
		Percentage	48.39	35.48	4.84	8.06	3.23
7	The programme improved critical thinking ability and problem-solving aptitude.	No of Alumni	29	22	6	3	2
		Percentage	46.77	35.48	9.68	4.84	3.23
8	The programme helped to take independent decisions and perform managerial & administrative functions diligently?	No of Alumni	28	20	8	4	2
		Percentage	45.16	32.26	12.90	6.45	3.23
9	The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?	No of Alumni	29	20	7	4	2
		Percentage	46.77	32.26	11.29	6.45	3.23



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Analysis of the feedback

The alumni feedback on the curriculum indicates a generally positive response, particularly in areas related to skill development, ethical grounding, and exposure to recent innovations. A high percentage of respondents (91.94%) found the curriculum effective in developing domain-specific knowledge and managerial competencies, while 93.55% appreciated the awareness it provided on recent advancements and innovations. Additionally, 88.71% agreed that the programme encouraged ethical and professional values linked to nation building. Moderate satisfaction levels (55–58%) were noted regarding the curriculum's alignment with state-of-the-art trends, its relevance to global and social contexts, and its support for national/international competitiveness, research orientation, and critical thinking. These results suggest that while the curriculum is strong in foundational, ethical, and innovation-related aspects, there is room for enhancement in integrating global competitiveness, research readiness, and deeper critical thinking components to create a more holistic academic experience.

Action Taken Report

(School of Business Studies & Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1	Improve alignment of curriculum with state-of-the-art trends	Initiated periodic curriculum reviews with input from industry experts; added contemporary topics such as digital health and integrative care.	Curriculum now reflects current practices, increasing relevance and engagement among students.
2	Strengthen global and social context in teaching	Incorporated global case studies, public health modules, and community outreach programs in coursework.	Students gained broader perspective on societal applications and global naturopathic standards.
3	Enhance research orientation and preparation for higher studies	Introduced research methodology training, student research projects, and collaborations with research institutions.	Greater student participation in research activities and improved preparedness for postgraduate opportunities.



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4	Foster critical thinking and support national/international competitiveness	Embedded critical thinking exercises, clinical problem-solving scenarios, and encouraged participation in external academic competitions.	Students developed stronger analytical skills and increased exposure to competitive academic and professional platforms.
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TEACHERS' FEEDBACK



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Teachers' Feedback Analysis

After systematically assessing and examining the Teacher's suggestions, the university uses it as a foundation for making changes to the existing structure. The Teacher's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Teacher:

Teacher is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Teacher

Sl.	Questions	Type				
1	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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7	The curriculum helps in enhancing problem solving capability related to local/global societal issues.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	Adequate freedom is given to offer opinion on design & development of curriculum.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The existing system for curriculum revision is found to be effective.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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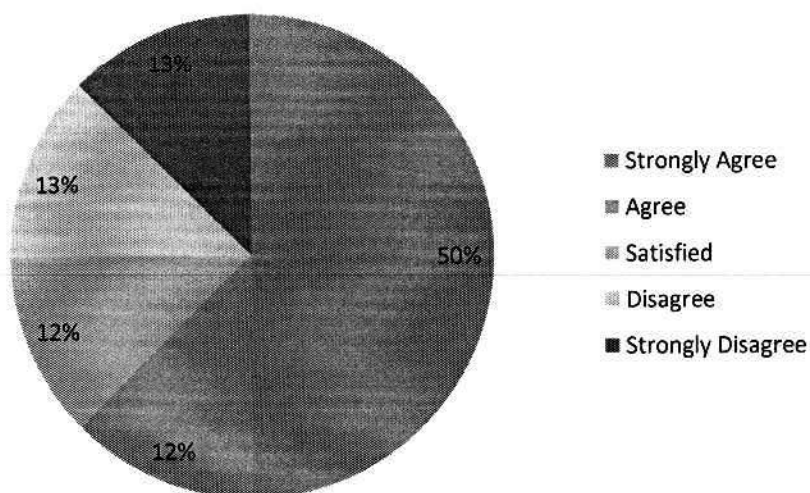
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Analysis of Teachers' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





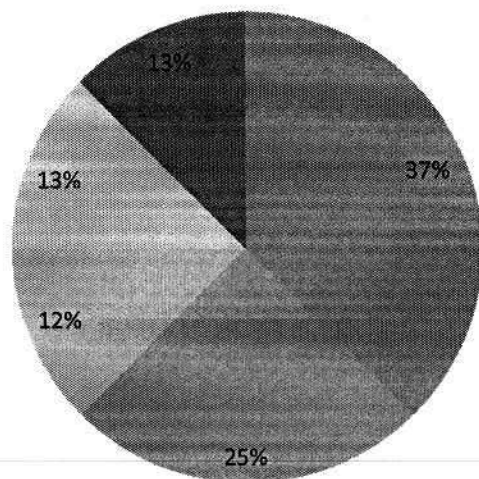
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Q.2 The courses have adequate balance between theory and application for student's holistic development.

The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	37.50	25.00	12.50	12.50	12.50



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



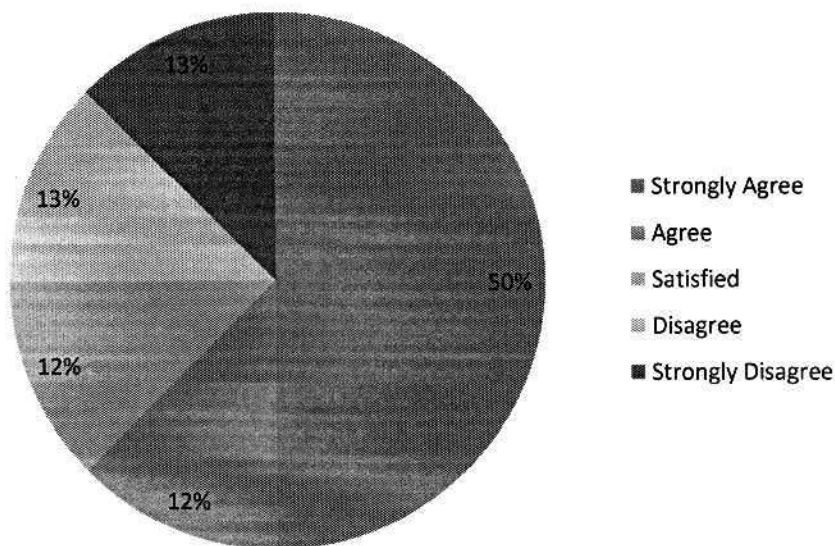
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





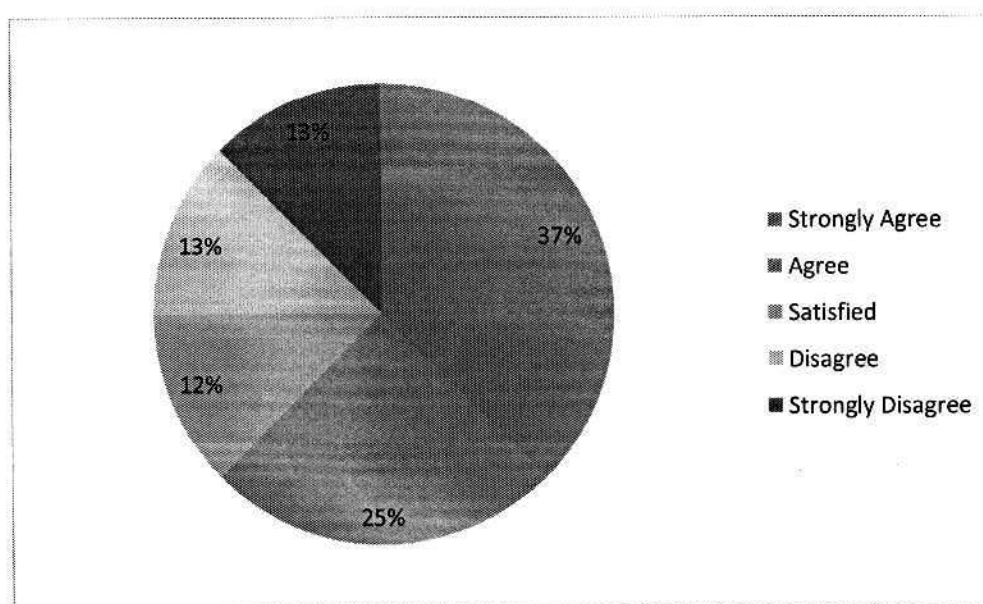
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Q.4 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	37.50	25.00	12.50	12.50	12.50





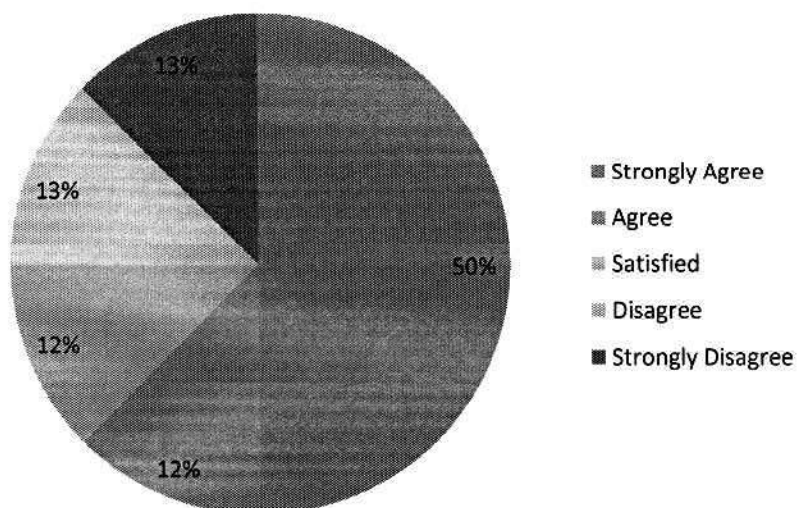
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





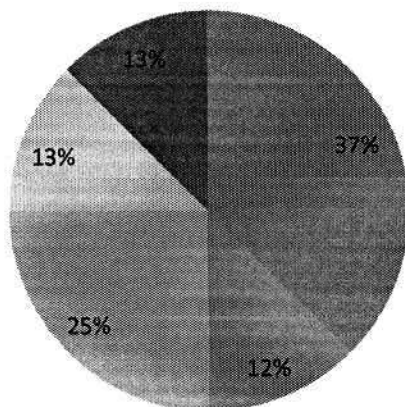
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	37.50	12.50	25.00	12.50	12.50



■ Strongly Agree
 ■ Agree
 ■ Satisfied
 ■ Disagree
 ■ Strongly Disagree



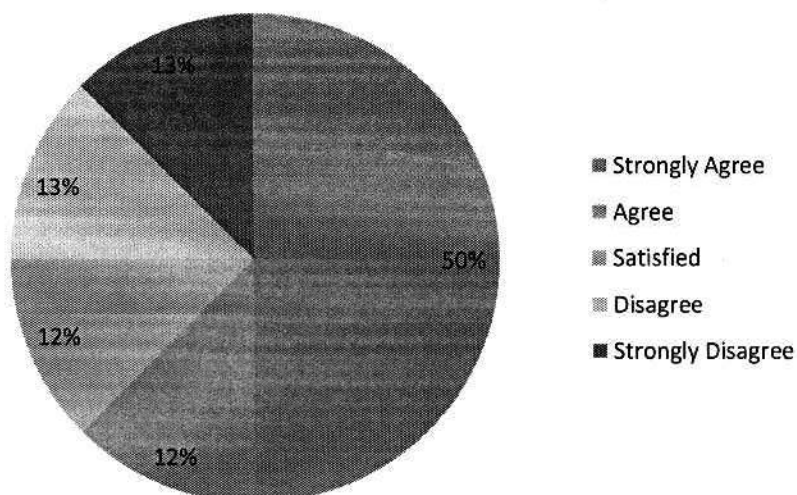
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Q.7 The curriculum helps in enhancing problem solving capability related to local/global societal issues.

The curriculum helps in enhancing problem solving capability related to local/global societal issues.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





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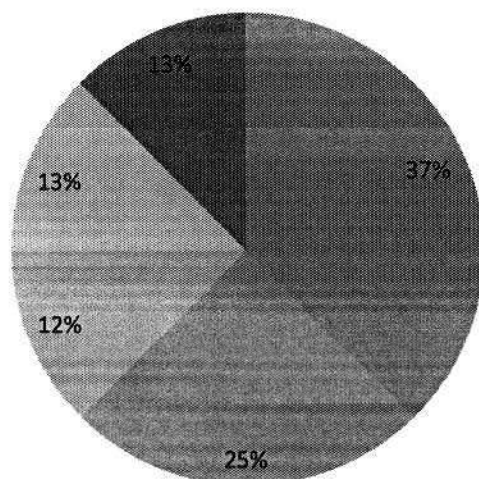
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Q.8 Adequate freedom is given to offer opinion on design & development of curriculum.

Adequate freedom is given to offer opinion on design & development of curriculum.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	37.50	25.00	12.50	12.50	12.50



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



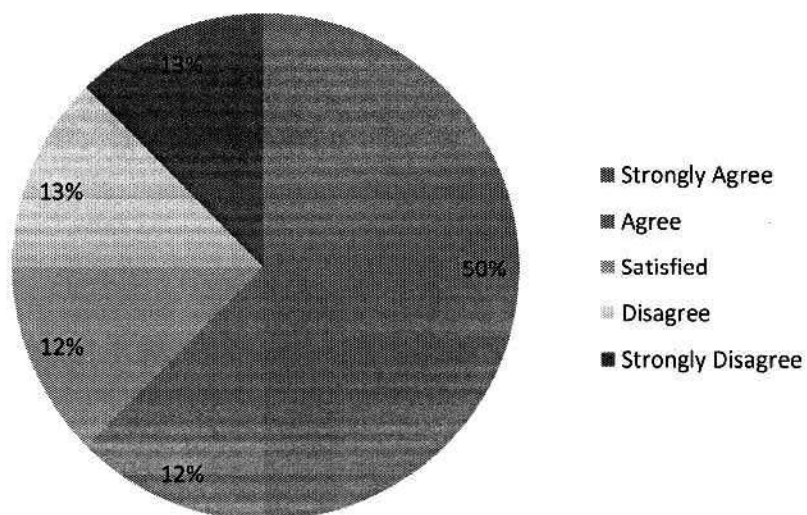
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Q.9 The existing system for curriculum revision is found to be effective.

The existing system for curriculum revision is found to be effective.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





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School of Business Studies & Entrepreneurship (08)

Total no. of Teachers : 08		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The curriculum is well organized and balanced for the programme with proper credit allocation.	No. of Teachers	4.00	1.00	1.00	1.00	1.00
	Percentage	50.00	12.50	12.50	12.50	12.50
The courses have adequate balance between theory and application for student's holistic development.	No. of Teachers	3.00	2.00	1.00	1.00	1.00
	Percentage	37.50	25.00	12.50	12.50	12.50
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	No. of Teachers	4.00	1.00	1.00	1.00	1.00
	Percentage	50.00	12.50	12.50	12.50	12.50
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Teachers	3.00	2.00	1.00	1.00	1.00
	Percentage	37.50	25.00	12.50	12.50	12.50
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Teachers	4.00	1.00	1.00	1.00	1.00
	Percentage	50.00	12.50	12.50	12.50	12.50
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Teachers	3.00	1.00	2.00	1.00	1.00
	Percentage	37.50	12.50	25.00	12.50	12.50
The curriculum helps in enhancing problem solving	No. of Teachers	4.00	1.00	1.00	1.00	1.00



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capability related to local/global societal issues	Percentage	50.00	12.50	12.50	12.50	12.50
Adequate freedom is given to offer opinion on design & development of curriculum.	No. of Teachers	3.00	2.00	1.00	1.00	1.00
	Percentage	37.50	25.00	12.50	12.50	12.50
The existing system for curriculum revision is found to be effective.	No. of Teachers	4.00	1.00	1.00	1.00	1.00
	Percentage	50.00	12.50	12.50	12.50	12.50



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Analysis of Feedback:

The feedback on the curriculum indicates a balanced and satisfactory perception across all aspects, with a consistent rating of 75% for most areas. The curriculum is considered well-organized and balanced, with proper credit allocation (75%) and an adequate balance between theory and application for holistic student development (75%). It also includes a satisfactory scope for multidisciplinary knowledge and a sufficient number of elective courses (75%).

The curriculum's focus on personality development through courses on human values and professional ethics is well-regarded, as is its emphasis on entrepreneurial skills and industry readiness (75%). These aspects indicate a well-rounded program that prepares students for both personal and professional growth. Additionally, the curriculum provides a good foundation for increasing employability and promoting higher education (75%), ensuring that students are equipped with knowledge to advance in their careers or further studies.

The curriculum's role in enhancing problem-solving capabilities related to local and global societal issues is also acknowledged (75%), reflecting its practical impact on real-world challenges. Faculty members feel they have adequate freedom to contribute their opinions on curriculum design and development (75%), suggesting that there is a collaborative approach to curriculum evolution. Finally, the system for curriculum revision is found to be effective (75%), though there may be potential for further improvement in responsiveness and adaptability.

Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1	Enhance multidisciplinary knowledge and increase elective options	Introduced new elective modules in allied disciplines, including business analytics, digital marketing, and entrepreneurship. Collaborated with other departments to offer cross-disciplinary workshops and seminars.	Expanded elective offerings and interdisciplinary exposure, providing students with broader academic choices and perspectives.
2	Improve employability and higher education promotion	Organized career counseling sessions, invited industry experts for guest lectures, and established	Enhanced student awareness of career paths and postgraduate options,



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		partnerships with business organizations for internships. Developed a mentorship program to guide students on higher education opportunities.	leading to increased internship placements and higher education enrollments.
3	Strengthen curriculum's ability to address societal problem-solving	Integrated community-based projects into the curriculum, encouraging students to engage with local business and social issues. Collaborated with NGOs and local enterprises to provide real-world problem-solving experiences.	Improved students' practical skills in addressing community challenges, fostering a sense of social responsibility and real-world application of knowledge.
4	Enhance curriculum revision system	Established a Curriculum Review Committee including faculty, industry professionals, and alumni to regularly assess and update course content. Implemented a feedback loop to incorporate suggestions from all stakeholders.	Created a dynamic and responsive curriculum that evolves with industry trends and academic advancements, ensuring relevance and quality.



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EMPLOYER's FEEDBACK



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Employer's Feedback Analysis

After systematically assessing and examining the Employer's suggestions, the university uses it as a foundation for making changes to the existing structure. The Employer's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Employer:

Employer is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Employer

Sl.	Questions	Type				
1	The curriculum assists the students to acquire necessary entry level skills in industrial sector.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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7	The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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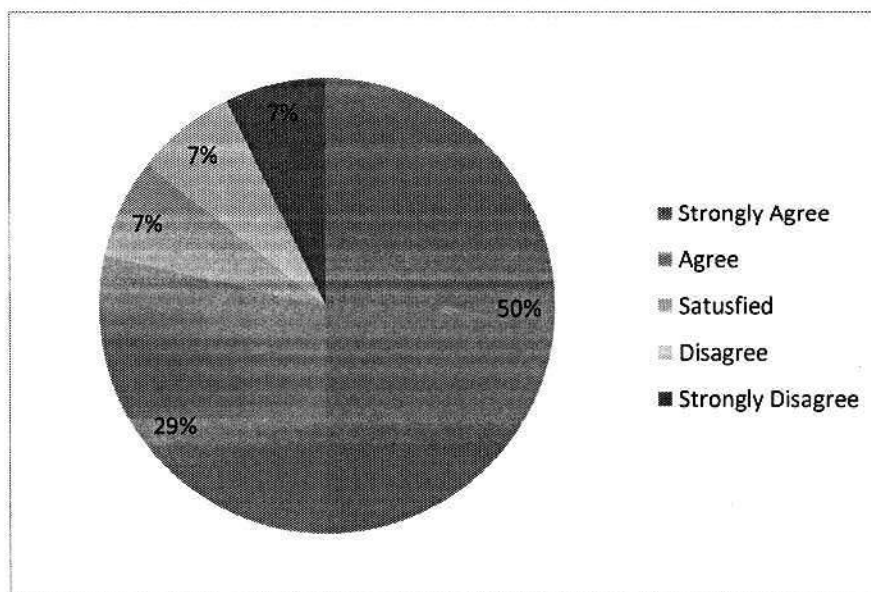
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Analysis of Employer's Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 curriculum assists the students to acquire necessary entry level skills in industrial sector.

The curriculum assists the students to acquire necessary entry level skills in industrial sector.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.0	28.6	7.1	7.1	7.1





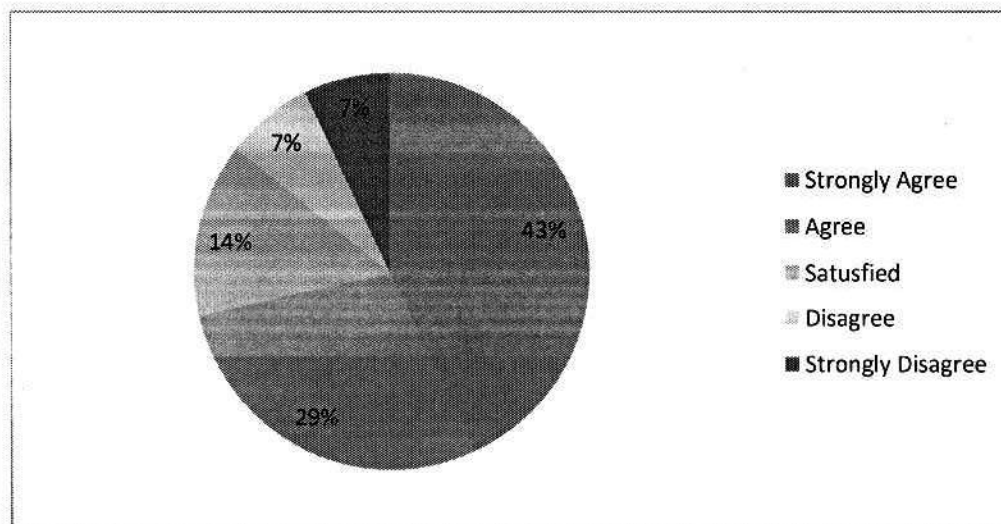
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Q.2 The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.

The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	42.86	28.57	14.29	7.14	7.14





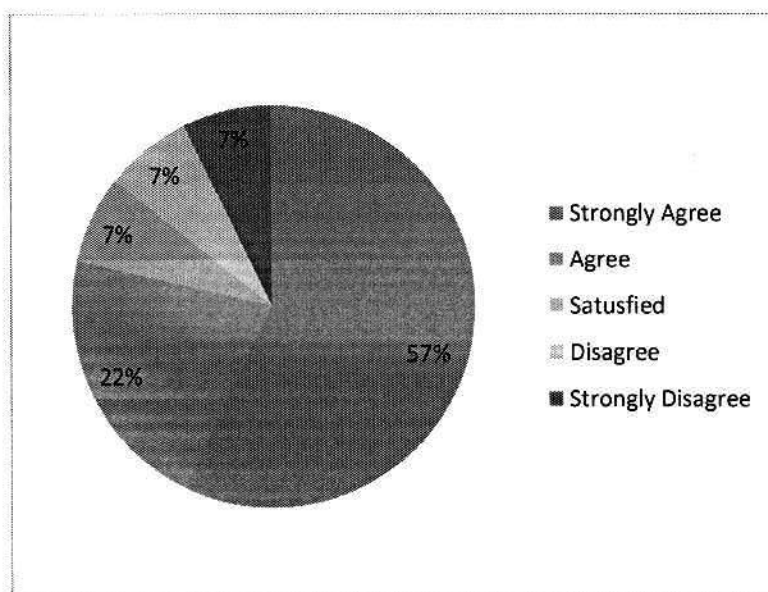
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	57.14	21.43	7.14	7.14	7.14



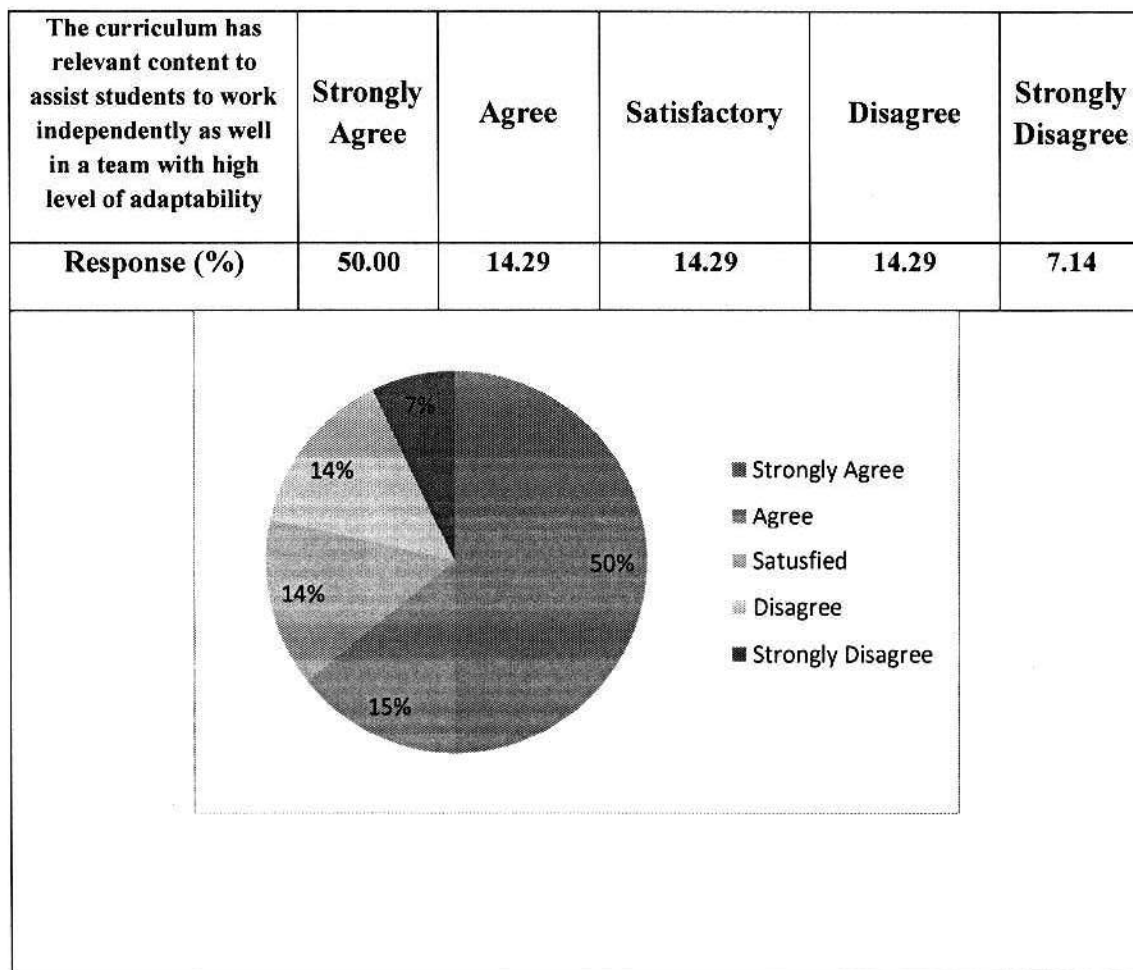


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Q.4 The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability.





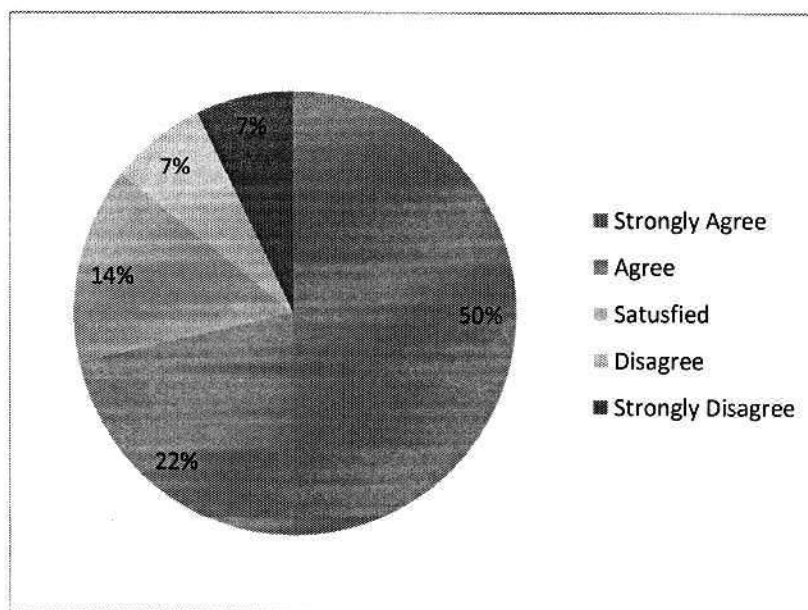
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	21.43	14.29	7.14	7.14





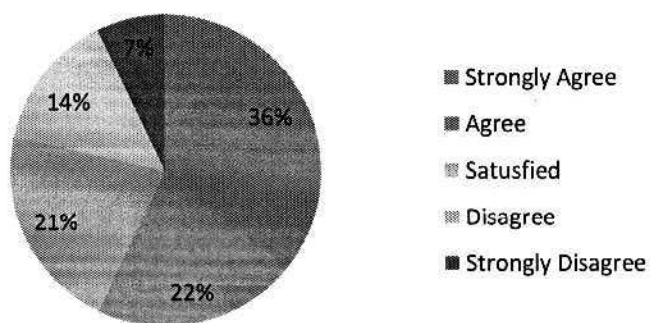
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	35.71	21.43	21.43	14.29	7.14





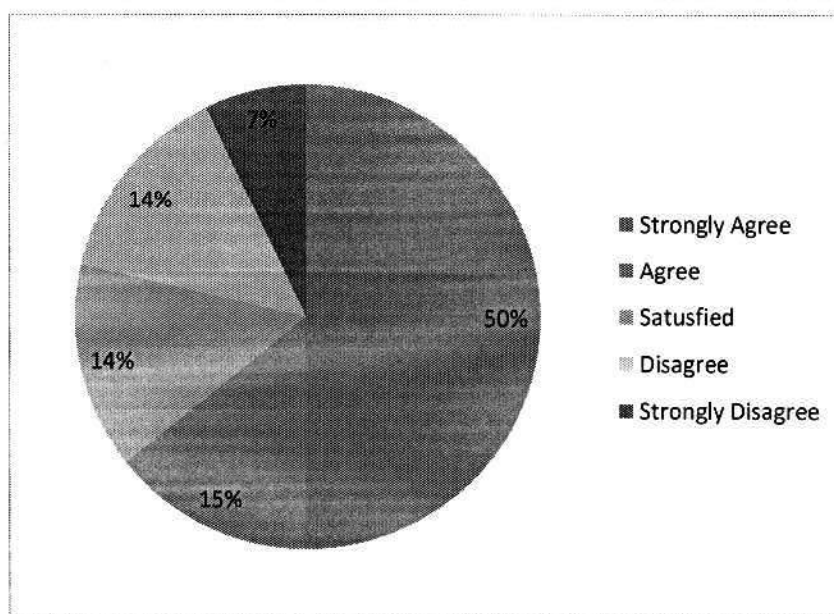
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Q.7 The curriculum has focus on personality development by presence of courses on human values and professional ethics.

The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	14.29	14.29	14.29	7.14





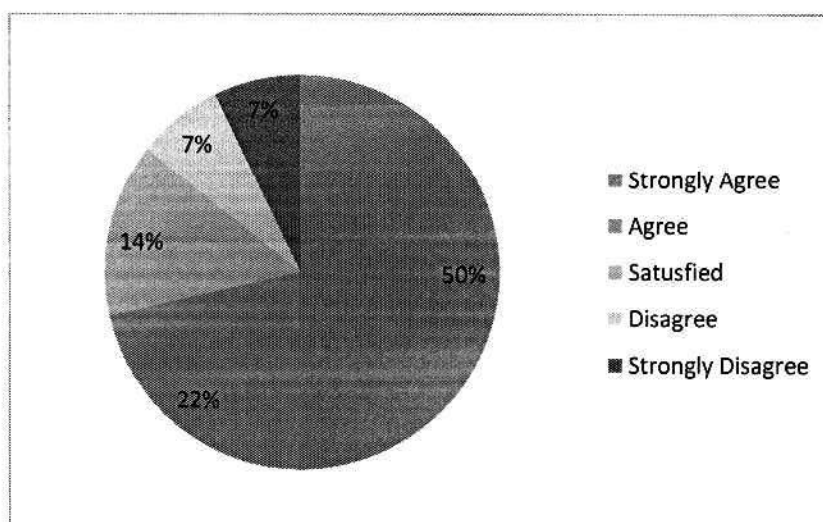
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Q.8 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.0	21.4	14.3	7.1	7.1





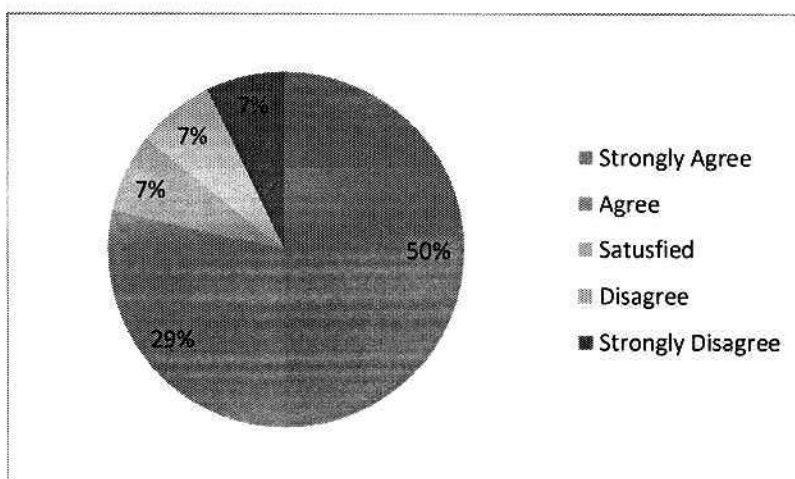
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Q.9 The courses have adequate balance between theory and application for a student's holistic development.

The courses have adequate balance between theory and application for student's holistic development	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.0	28.6	7.1	7.1	7.1





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School of Business Studies & Entrepreneurship (14)

Total no. of Employer: 14		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The curriculum assists the students to acquire necessary entry level skills in industrial sector.	No. of Academicians	7	4	1	1	1
	Percentage	50.00	28.57	7.14	7.14	7.14
The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	No. of Academicians	6	4	2	1	1
	Percentage	42.86	28.57	14.29	7.14	7.14
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	No. of Academicians	8	3	1	1	1
	Percentage	57.14	21.43	7.14	7.14	7.14
The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability	No. of Academicians	7	2	2	2	1
	Percentage	50.00	14.29	14.29	14.29	7.14
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Academicians	7	3	2	1	1
	Percentage	50.00	21.43	14.29	7.14	7.14
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Academicians	5	3	3	2	1
	Percentage	35.71	21.43	21.43	14.29	7.14
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Academicians	7	2	2	2	1
	Percentage	50.00	14.29	14.29	14.29	7.14
The curriculum is well organized and balanced for	No. of Academicians	7	3	2	1	1



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the programme with proper credit allocation.	Percentage	50.00	21.43	14.29	7.14	7.14
The courses have adequate balance between theory and application for student's holistic development	No. of Academicians	7	4	1	1	1
	Percentage	50.00	28.57	7.14	7.14	7.14



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Analysis of Feedback:

The employers' feedback on the curriculum indicates a strong overall endorsement, particularly in key areas of technical and academic preparation. High satisfaction ratings—ranging from 85.71% to 85.72%—were reported for the curriculum's ability to build entry-level industrial skills, support lifelong learning, integrate multidisciplinary knowledge, promote entrepreneurial readiness, and maintain a balanced structure with appropriate credit allocation and a mix of theory and application. These results suggest that the curriculum is well-aligned with industry expectations in terms of both content and structure. Slightly lower ratings, around 78.57%–78.58%, were given for aspects such as adaptability, employability, and personality development, indicating that while these areas are reasonably addressed, there is potential to enhance soft skills, ethics, and teamwork training. Overall, the feedback reflects a well-rounded and industry-relevant curriculum with minor areas for further enrichment.



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Action Taken Report
(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1.	Enhance adaptability and employability skills	Integrated workshops on adaptability, critical thinking, and industry-specific tools	Improved student readiness for dynamic workplace environments and increased employability
2.	Strengthen personality development and soft skills training	Introduced regular soft skill modules focusing on communication, teamwork, leadership, and ethics	Students demonstrated greater confidence, professionalism, and team collaboration
3.	Increase industry exposure to support entrepreneurial readiness	Organized industry talks, startup incubation sessions, and entrepreneur mentorship programs	Boosted student entrepreneurial interest and provided real-world insights into starting ventures
4.	Update curriculum to stay current with multidisciplinary and technological trends	Periodic review and inclusion of emerging technologies (e.g., AI, sustainability, data analytics)	Maintained curriculum relevance and alignment with industry demands and future trends



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STUDENTS' FEEDBACK



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Students' Feedback Analysis

After systematically assessing and examining the students' suggestions, the university uses it as a foundation for making changes to the existing structure. The student feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Students:

Students feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Students

Sl.	Questions	Type				
1	Whether the curriculum has depth of the subjects and clears the concept?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
2	How do you rate the course outcomes and relevance to the course Content?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
3	How do you rate the sequence of units in the Courses?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)



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4	How do you rate the credits allotted to individual courses?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
5	Does the curriculum focus on employability/career orientation?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
6	Does the curriculum focus on Skill Development/Entrepreneurship?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
7	Does the curriculum have satisfactory number of elective courses?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
8	Does the curriculum focus on life skill or help in value addition?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
9	Do the theory subjects are properly linked to the laboratories/provide real-life exposure?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
10	Does the curriculum provide multidisciplinary knowledge/information to a student?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
11	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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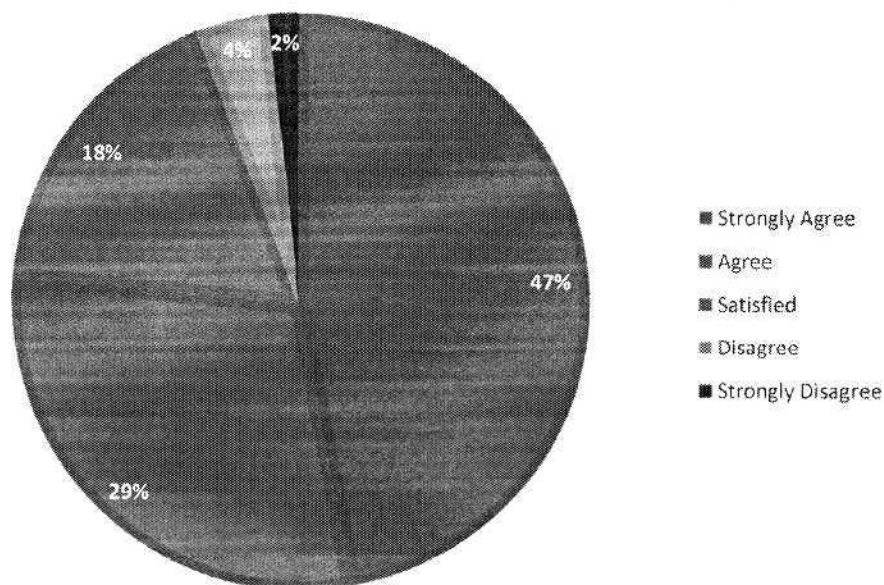
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Analysis of Students' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

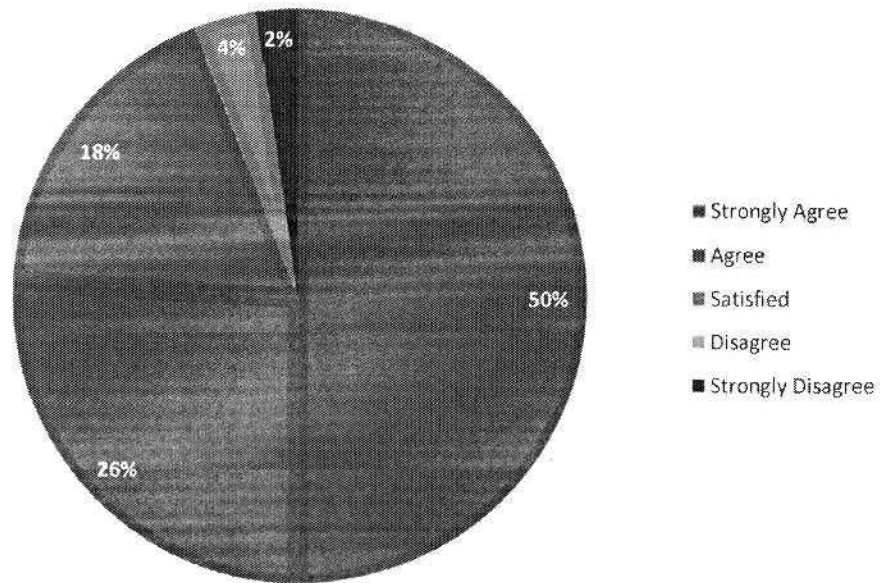
Q.1 Whether the curriculum has depth of the subjects and clears the concept?

Curriculum has Depth of the Subjects and Clears the Concept	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	47.05882	29.41176	17.64706	4.117647	1.764706



Q.2. How do you rate the course outcomes and relevance to the course content?

Rate the course outcomes and relevance to the course content	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50	25.88235	18.23529	3.529412	2.352941





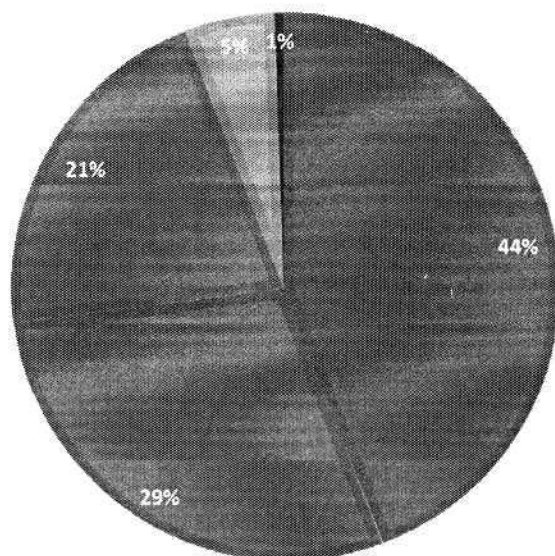
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Q.3.How do you rate the sequence of units in the courses?

Rate the sequence of units in the courses	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	44.11765	28.82353	21.17647	5.294118	0.588235



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



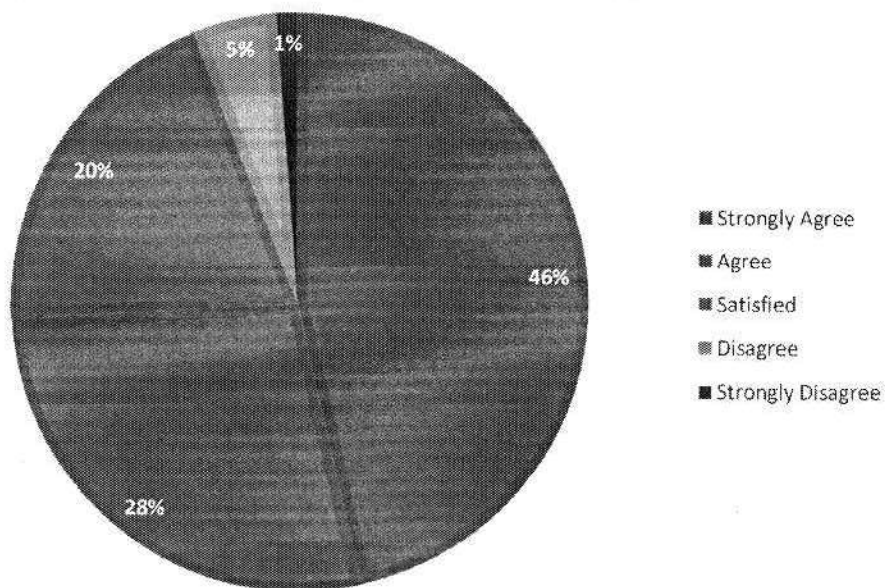
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Q.4. How do you rate the credits allotted to individual courses?

Rate the credits allotted to individual courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.47059	27.64706	20	4.705882	1.176471





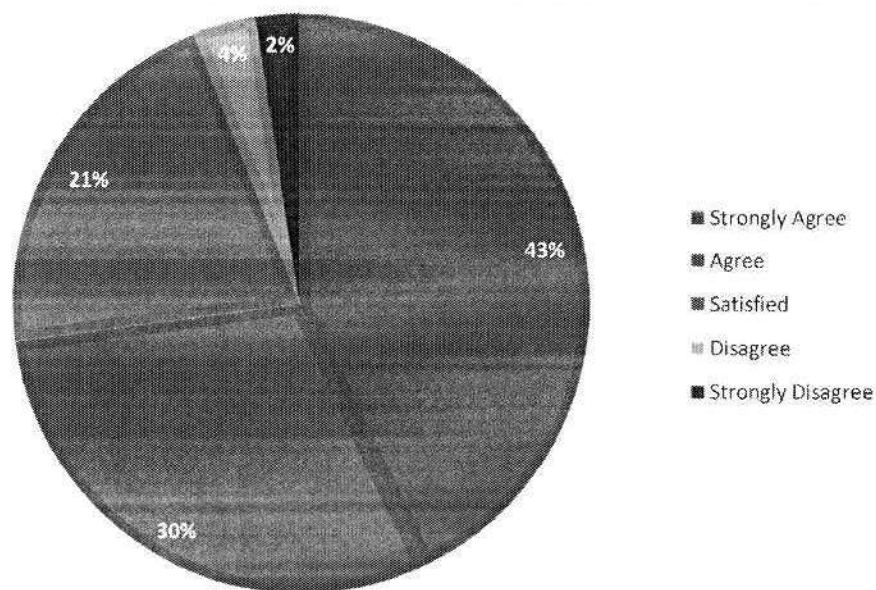
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Q.5.Does the curriculum focus on employability/career orientation?

Curriculum focus on employability/career orientation	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	42.94118	30	21.17647	3.529412	2.352941





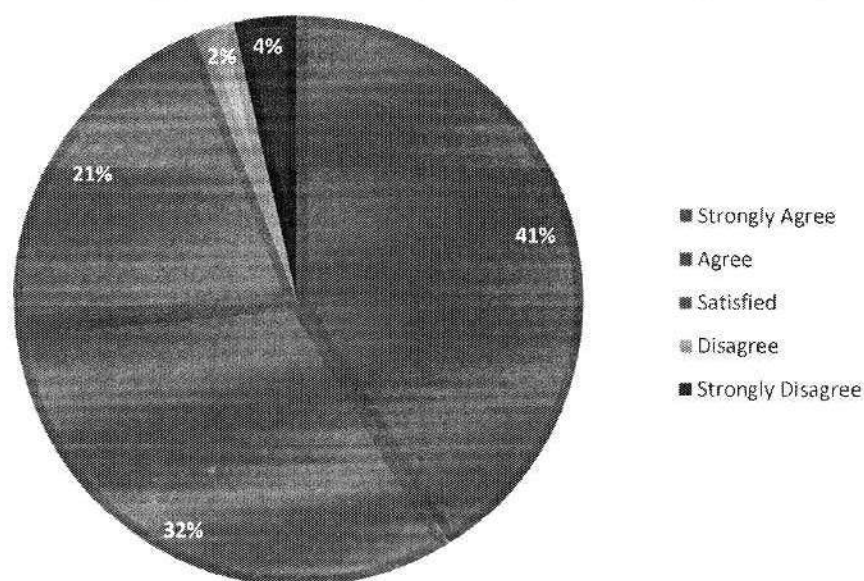
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Q.6. Does the curriculum focus on skill development/entrepreneurship?

Curriculum focus on skill development/entrepreneurship	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	41.17647	32.35294	20.58824	2.352941	3.529412





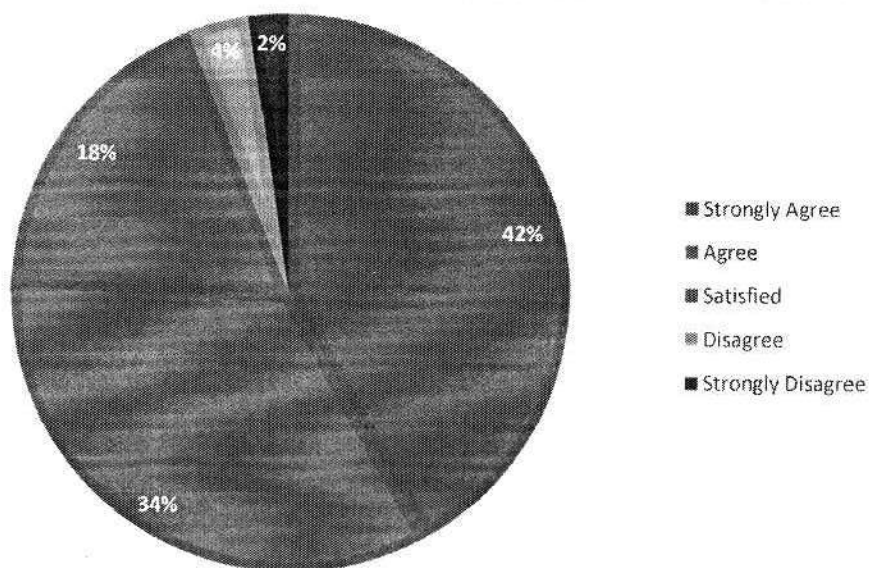
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Q.7. Does the curriculum have satisfactory number of elective courses?

Curriculum have satisfactory number of elective courses	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	41.76471	34.11765	18.23529	3.529412	2.352941





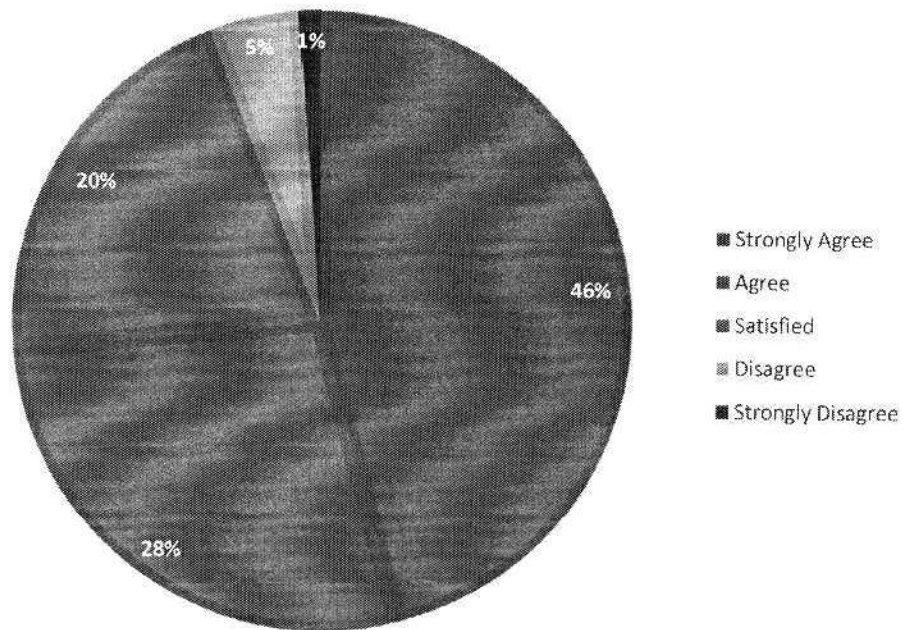
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Q.8. Does the curriculum focus on life skill or help in value addition?

Curriculum focus on life skill or help in value addition.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.88235	27.64706	20.58824	4.705882	1.176471





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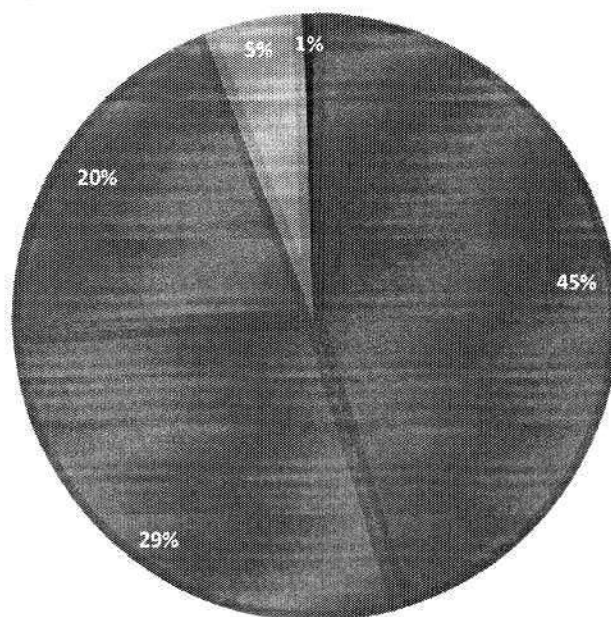
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Q.9. Do the theory subjects are properly linked to the laboratories/provide real-life exposure?

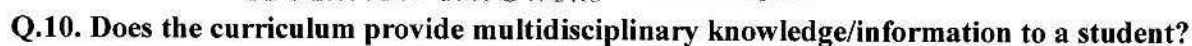
Theory subjects are properly linked to the laboratories/provide real-life exposure.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.29412	28.82353	20	5.294118	0.588235



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



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School of Business Studies and Entrepreneurship (170)

Question	Details	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Whether the curriculum has depth of the subjects and clears the concept?	No of Students	80	50	30	7	3
	Percentage	47.05882353	29.41176471	17.64705882	4.117647059	1.764705882
How do you rate the course outcomes and relevance to the course content?	No of Students	85	44	31	6	4
	Percentage	50	25.88235294	18.23529412	3.529411765	2.352941176
How do you rate the sequence of units in the courses?	No of Students	75	49	36	9	1
	Percentage	44.11764706	28.82352941	21.17647059	5.294117647	0.588235294
How do you rate the credits allotted to individual courses?	No of Students	79	47	34	8	2
	Percentage	46.47058824	27.64705882	20	4.705882353	1.176470588
Does the curriculum focus on employability/career orientation?	No of Students	73	51	36	6	4
	Percentage	42.94117647	30	21.17647059	3.529411765	2.352941176
Does the curriculum focus on skill development/entrepreneurship?	No of Students	70	55	35	4	6
	Percentage	41.17647059	32.35294118	20.58823529	2.352941176	3.529411765
Does the curriculum have satisfactory number of elective courses?	No of Students	71	58	31	6	4
	Percentage	41.76470588	34.11764706	18.23529412	3.529411765	2.352941176
Does the curriculum focus on life skill or help in value addition?	No of Students	78	47	35	8	2
	Percentage	45.88235294	27.64705882	20.58823529	4.705882353	1.176470588
Do the theory subjects are properly linked to the laboratories/provide real-life exposure?	No of Students	77	49	34	9	1
	Percentage	45.29411765	28.82352941	20	5.294117647	0.588235294
Does the curriculum provide multidisciplinary knowledge/information to a student?	No of Students	75	53	32	8	2
	Percentage	44.11764706	31.17647059	18.82352941	4.705882353	1.176470588



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Analysis of Feedback:

Based on the feedback from students of the School of Business Studies and Entrepreneurship, the curriculum received a generally positive response, though there are areas for improvement. 47.06% of students strongly agreed that the curriculum has sufficient depth and clarifies concepts, while 29.41% agreed, and 17.65% found it satisfactory. Regarding course outcomes and their relevance to the content, 50% of students strongly agreed, with 25.88% agreeing and 18.24% being satisfied. The sequence of units was found satisfactory by 44.12%, with 28.82% agreeing and 21.18% finding it satisfactory. The credits allotted to individual courses were rated positively by 46.47%, while 27.65% agreed and 20% found them satisfactory. The curriculum's focus on employability and career orientation was endorsed by 42.94%, with 30% agreeing and 21.18% satisfied. For skill development and entrepreneurship, 41.18% of students strongly agreed, with 32.35% agreeing and 20.59% satisfied. Satisfaction with the number of elective courses stood at 41.76%, with 34.12% agreeing and 18.24% finding it satisfactory. The life skill and value addition component was positively rated by 45.88%, with 27.65% agreeing and 20.59% being satisfied. Integration of theory and practical/laboratory work received positive feedback from 45.29%, with 28.82% agreeing and 20% finding it satisfactory. Finally, the curriculum's ability to provide multidisciplinary knowledge was rated positively by 44.12%, with 31.18% agreeing and 18.82% satisfied. Overall, the feedback indicates that while the curriculum is positively received in terms of depth, skill development, and career orientation, there are areas such as unit sequencing, elective courses, and practical integration that could benefit from further improvements.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1	Improve the sequencing of course units for better content flow.	Conducted a syllabus review workshop with faculty to restructure the sequence of units across courses.	Enhanced learning continuity and conceptual understanding among students.
2	Strengthen integration of theoretical concepts with practical/laboratory work.	Introduced more case studies, simulation-based learning, and practical assignments tied directly to theoretical concepts.	Increased student engagement and application of theoretical knowledge in real-world scenarios.
3	Broaden the range and flexibility of elective courses.	Collected student input through surveys to identify interest areas and introduced new electives in emerging business domains.	Higher student satisfaction due to greater alignment of electives with career interests and goals.
4	Increase emphasis on skill development and entrepreneurship.	Organized entrepreneurship bootcamps, soft skills workshops, and industry mentorship programs.	Students demonstrated improved confidence in entrepreneurial thinking and job-readiness skills.



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PEER ACADEMICIAN'S FEEDBACK



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Peer Academician's Feedback Analysis

After systematically assessing and examining the Peer Academician's suggestions, the university uses it as a foundation for making changes to the existing structure. The Peer Academician's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Peer Academician:

Alumni feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Peer Academician

Sl.	Questions	Type				
1	The syllabus of the courses are proper in relation to the competencies expected out of the programme.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The sequence and overall organization of the courses is proper in the curriculum.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	Extra care has been taken for extra learning or self-learning while designing the courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
7	The curriculum has focus on personality development by	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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	presence of courses on human values and professional ethics					
8	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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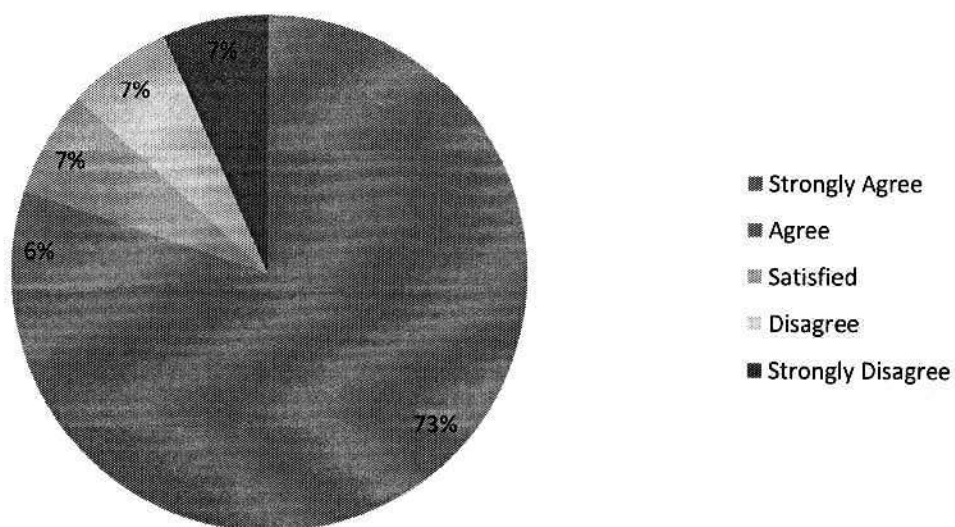
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Analysis of Peer Academician's Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The syllabus of the courses are proper in relation to the competencies expected out of the programme.

The syllabus of the courses are proper in relation to the competencies expected out of the programme.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66





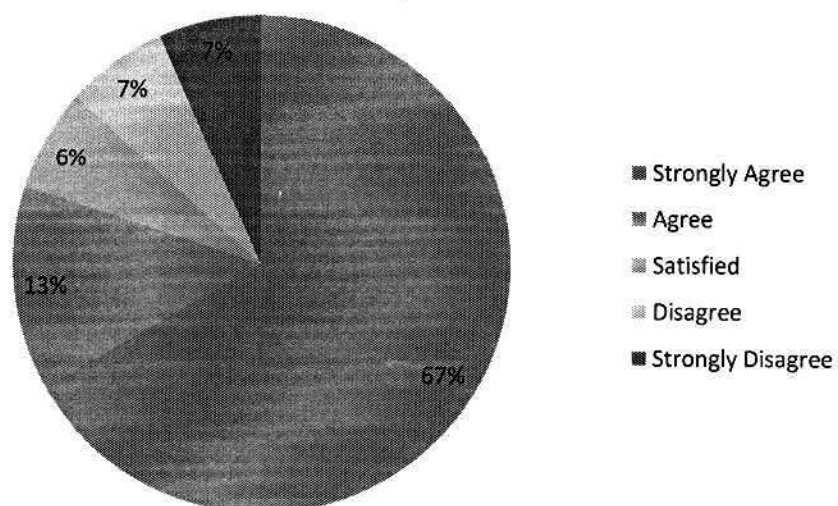
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Q.2 The sequence and overall organization of the courses is proper in the curriculum.

The sequence and overall organization of the courses is proper in the curriculum.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	13.33	6.66	6.66	6.66





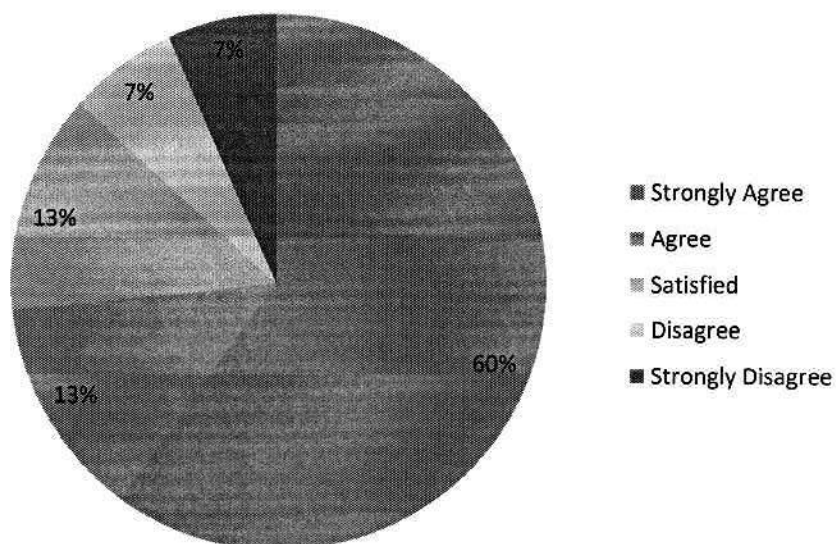
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	60.00	13.33	13.33	6.66	6.66



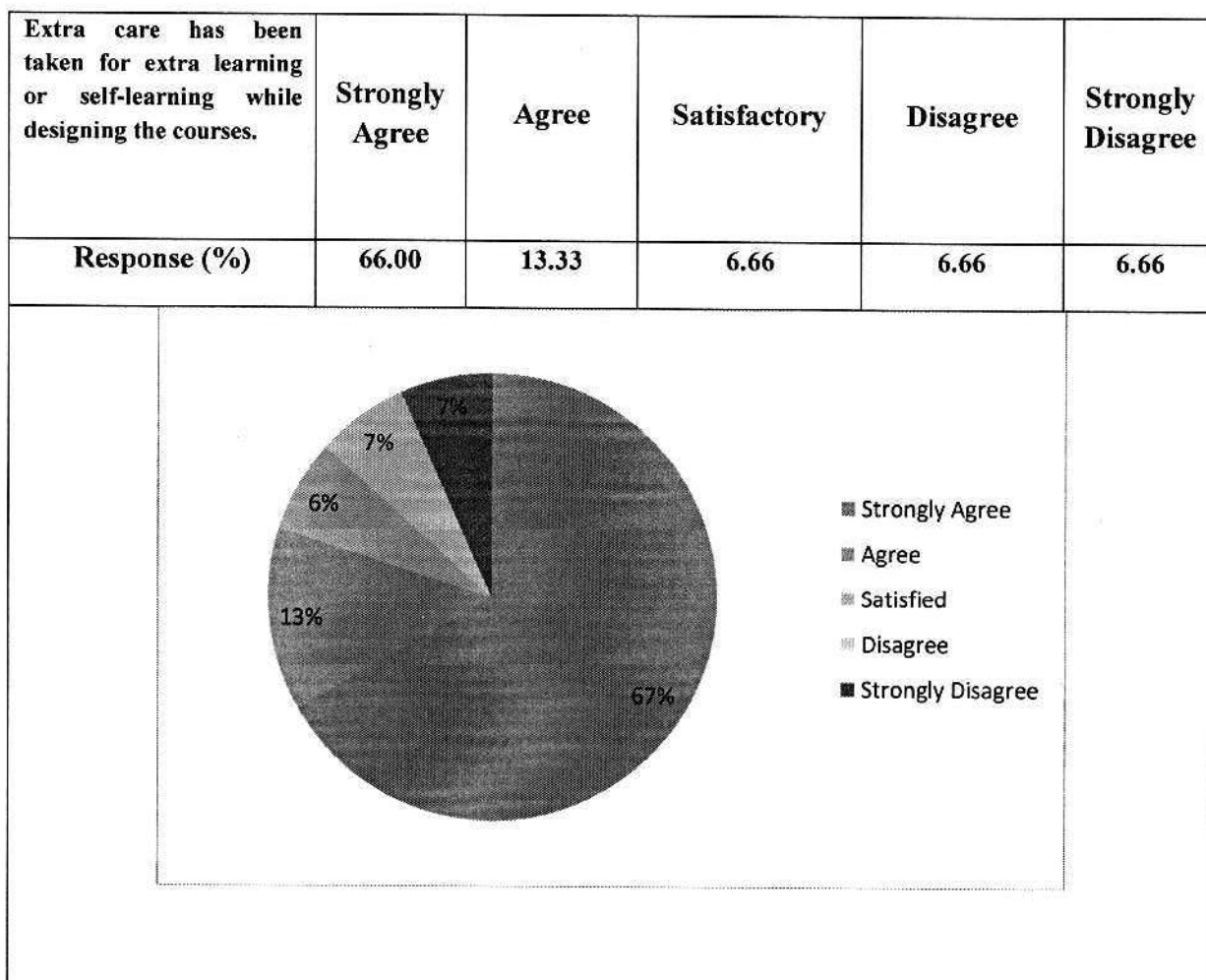


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Q.4 Extra care has been taken for extra learning or self-learning while designing the courses.





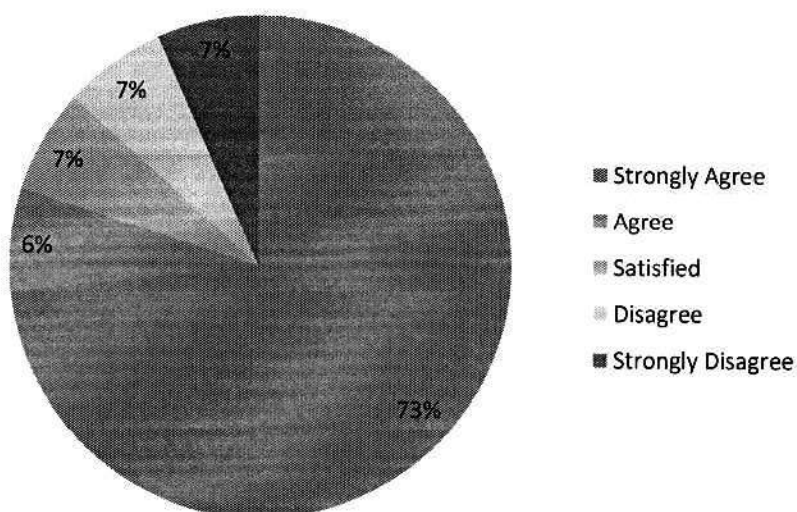
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66





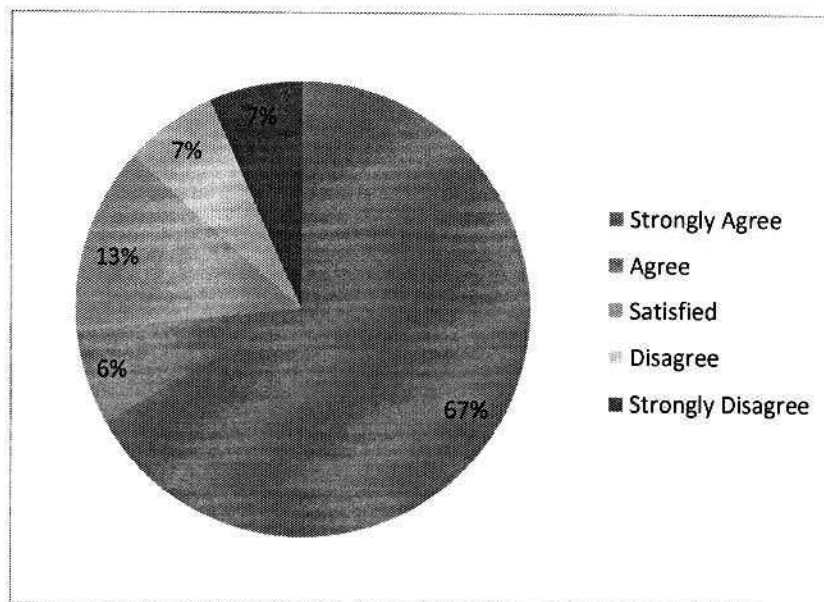
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	6.66	13.33	6.66	6.66





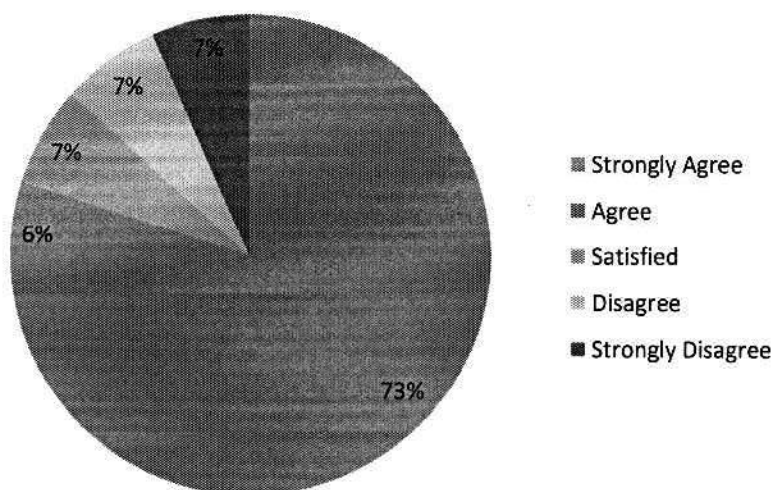
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Q.7 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66





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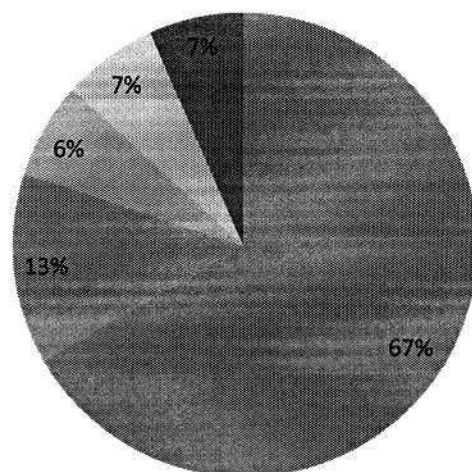
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Q.8 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	13.33	6.66	6.66	6.66



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



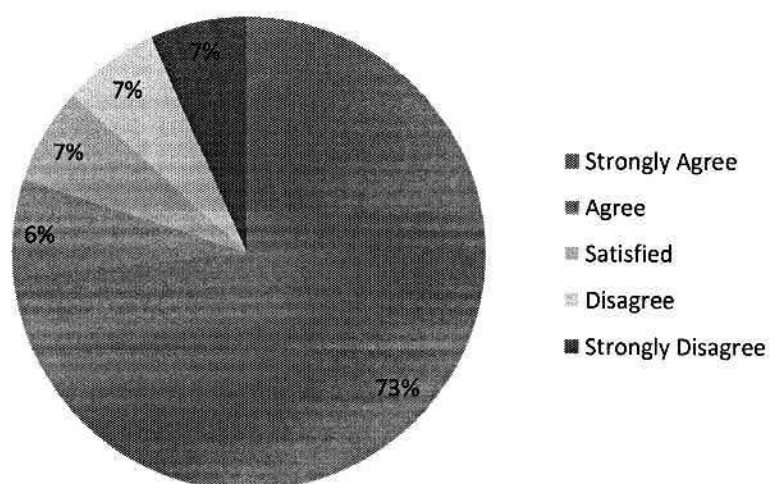
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Q.9 The courses have adequate balance between theory and application for a student's holistic development.

The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66





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School of Business & Entrepreneurship(15)

Total no. of Peer Academicians: 15		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The syllabus of the courses are proper in relation to the competencies expected out of the programme.	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66
The sequence and overall organization of the courses is proper in the curriculum	No. of Academicians	10.00	2.00	1.00	1.00	1.00
	Percentage	66.00	13.33	6.66	6.66	6.66
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses	No. of Academicians	9.00	2.00	2.00	1.00	1.00
	Percentage	60.00	13.33	13.33	6.66	6.66
Extra care has been taken for extra learning or self-learning while designing the courses.	No. of Academicians	10.00	2.00	1.00	1.00	1.00
	Percentage	66.00	13.33	6.66	6.66	6.66
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Academicians	10.00	1.00	2.00	1.00	1.00
	Percentage	66.00	6.66	13.33	6.66	6.66
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66
The curriculum is well organized and balanced for	No. of Academicians	10.00	2.00	1.00	1.00	1.00



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the programme with proper credit allocation.	Percentage	66.00	13.33	6.66	6.66	6.66
The courses have adequate balance between theory and application for a student's holistic development.	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66

Analysis of Feedback:

The peer feedback analysis reflects a consistent and positive perception of the curriculum, with all evaluated aspects scoring in the range of approximately 85.99% to 86.66%. This uniformity indicates a well-rounded and thoughtfully designed programme that aligns effectively with the competencies expected of graduates. The highest score was observed in the area of multidisciplinary scope and elective availability (86.66%), highlighting the curriculum's flexibility and breadth. Areas such as employability, entrepreneurial skill development, ethical awareness, and holistic learning also received strong approval, underscoring the programme's focus on producing well-prepared and ethically grounded professionals. Though no area scored exceptionally higher than the others, the uniform ratings suggest overall satisfaction with minor room for further refinement in course structure and enrichment strategies.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1	Enhance Multidisciplinary Learning & Electives	Introduced new electives integrating Ayurveda, Yoga, and Nutrition with core Naturopathy subjects. Interdisciplinary seminars and collaborative projects with allied health departments were conducted.	Increased student participation in elective choices. Positive feedback on curriculum flexibility and real-world applicability.
2	Improve Employability and Entrepreneurial Skill Development	Launched a "Naturopathy Startup Incubation Series" with workshops on wellness entrepreneurship, clinic setup, and herbal product development. Partnered with local startups for internships.	Improved student confidence in starting wellness ventures. Higher student interest in entrepreneurship electives and career pathways.
3	Strengthen Ethical Awareness and Holistic Learning	Incorporated dedicated modules on professional ethics, patient counseling, and holistic health case studies. Introduced reflective journaling and value-based assignments.	Greater student engagement with ethical practices. Enhanced awareness of patient-centered care and values in clinical practice.
4	Refine Course Structure for Better Clarity	Streamlined course outlines with clearer learning outcomes and assessment methods. Regular feedback sessions with students were institutionalized.	Improved clarity in academic expectations. Students report better understanding of course flow and assessment relevance.



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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
BBA**

List of Examiners (2019-2020)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1	BS-321 Business Law	External Examiner
		1. Dr. Neha Yashisth
		2. Ms. Neha Rani
		3. Ms. Gargi
		Internal Examiner
2	BS321 Tax Law-1	1. Dr. Abhimanyu Upadhayay
		1. Mr. Harsh Panmwar
		External Examiner
		1. Dr. Asma
		2. Dr. Ashok Gupta
3	BS322- Business Communication	3. Ms. Neha Rani
		Internal Examiner
		1. Mr. Somprabh Dubey
		2. Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi



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		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
4	BS322-A- Etiquate & Convesational Skills	2.Ms. Sonam
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
5	BS322-B Corporate Communication	2.Ms. Sonam
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
6	BS322-C - Professional Communication	1.Ms. Swati Rajaura
		2.Ms. Sonam
		External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Ms. Neha Rani



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		Internal Examiner 1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
7	BS322 D- Personality Development	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Swantra Chauchan
		Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Somprabh dubey
8	BS323 Cost Accounting	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani
		Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
9	BS324- C Business Mathematics	External Examiner 1. Dr. Swantra Chauchan 2. Ms. Neha Rani 3. Ms.Gargi
		Internal Examiner 1.Mr. Adesh Kumar 2. Mr. Somprabh dubey
10	BS325-Organisational Behaviour	External Examiner



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		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Ms. Neha Rani
		Internal Examiner 1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
11	BS341- Business Statistics	External Examiner 1.Dr. Anuj Goel 2. Dr Ganesh 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2 Mr.Adesh Kumar
12	BS342 -Principles of Marketing	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
13	BS343- Indian Economy	External Examiner 1.Dr. Anuj Goel 2. Dr Ganesh 3. Ms. Neha Rani



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		Internal Examiner 1. Mr. Somprabh dubey 2 Mr.Adesh Kumar
14	BS344 -E-Commerce	External Examiner 1.Dr. Abhishek Dadas 2. Dr Ganesh 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2 Mr.Adesh Kumar
15	BS345- Entrepreneurship	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
16	BS361- Business Policy & Strategy	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
17	BS362- Goods and Services Tax and Customs	External Examiner



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		1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
18	BS3FM4- Insurance & Risk Management	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
19	BS3FM5- Banking Principles & Operations	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
20	BS3MK4- Retail Management	1 Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay



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		2. Mr. Harsh Panmwar
21	BS3MK5- Services Marketing	1 Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms. Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar
22	BS3HR4- Training and Development of Human Resources	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
23	BS3HR5- Compensation Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura



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SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
MBA**

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1	621- Organizational Behaviour	External Examiner
		1. Dr. Neha Yashisth
		2. Ms. Neha Rani
		3. Ms. Gargi
		Internal Examiner
2	622- Management Accounting	1. Dr. Abhimanyu Upadhyay
		Mr. Harsh Panmiwar
		External Examiner
		Dr. Asma
		2. Dr. Ashok Gupta
3	623- Operations Research	3. Ms. Neha Rani
		Internal Examiner
		1. Mr. Somprabh Dubey
		2. Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1. Ms. Swati Rajaura



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		2.Ms. Sonam
4	624- Marketing Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Neha Yajurvadi 3. Dr. Anshu Internal Examiner 1.Ms. Swati Rajaura 2.Ms. Sonam
5	625- Financial Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Neha Yajurvadi 3. Dr. Anshu Internal Examiner 1.Ms. Swati Rajaura 2.Ms. Sonam
6	626- Human Resource Management	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
7	627- Production and Operations Management	External Examiner 1.Dr. Neha Yashisth 2.Dr. Anshu Choudhary 3.Dr. Swantra Chauchan Internal Examiner 1Dr. Abhimanyu Upadhayay 2.Mr. Somprabh dubey
8	628- Management Information System	External Examiner 1. .Dr. Ashok Gupta



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		2. Dr. Asma
		3. Ms. Neha Rani
		Internal Examiner
		1. Mr. Somprabh dubey
		2. Mr. Adesh Kumar
9	BS 641- Entrepreneurship Development	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
10	BS 642- Corporate Social Responsibility and Corporate Governance	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar
11	BS 643- E-Business	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms. Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panwar
12	BS6M4- International Marketing	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey



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247341, India
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E-mail: registrargangoh@shobhituniversity.ac.in
U.: www.sug.ac.in

13	BS6M5 -Services Marketing	<p>2. Mr. Adesh Kumar</p> <p>1 Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms.Gargi</p> <p>Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar</p>
14	BS6F4-Project Planning and Evaluation	<p>1 Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms.Gargi</p> <p>Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar</p>
15	BS6F4-Corporate Tax Planning	<p>External Examiner 1.Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura</p>
16	BS6H4-Compensation management	<p>External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura</p>
17	BS6H5-Negotiation and Counseling	<p>External Examiner 1. Dr. Neha Yashisth 2.Ms. Neha Rani 3.Ms.Gargi</p>



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		Internal Examiner 1. Dr. Abhimanyu Upadhyay 2.Mr. Harsh Panwar
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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 10/06/2019

NOTICE

Subject: Meeting of the Board of Studies

All members of the Board of Studies are hereby informed that a meeting will be held as per the following details:

Date: 25.06.2019

Time: 10 am


Venue: <https://meet.google.com/jig-jdnm-eer> (Online Meeting Link)

Agenda:

1. Approval of the Minutes of the 12th BOS Meeting held on 24 Dec, 2018.
2. New Interdisciplinary Courses to be added in BBA 1st & 2nd Semester.
3. Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA & MBA for session July to Dec. 2019.
4. BOS members approved the list of Value added courses offered to students.
5. Any other matter with the permission of the Chair

All members are requested to make it convenient to attend the meeting and come prepared with relevant documents and suggestions.

Issued by:


Dr. Abhimanyu Upadhaya
Chairperson, Board of Studies



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SHOBHIT UNIVRSITY GANHOOH
School of Business Studies and Entrepreneurship

Date: 10/06/2019

To

Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 25.06.2019

Time: 10 am

Mode: <https://meet.google.com/jig-jdnm-eer>(Online Mode Link)


The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,


Chairman (BOS)



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 10/06/2019

To

Dr. Nishant Pandey
Assoc. Prof
School of Business Studies, Amity University NOIDA

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 25.06.2019

Time: 10 am

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The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

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We look forward to your positive response and support.

Thank you.

Warm regards,


Chairman (BOS)



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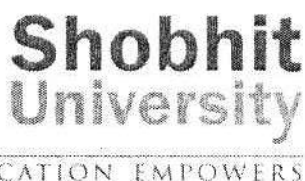
SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 10/06/2019

Attendance Sheet (13th BOS Meeting)

Sr. No	Name	External/Internal Member	Signature
1	Prof.(Dr.) Vikas Tripathi	External Member	
2	Dr. Nishant Pandey	External Member	
3	Mr. Somprabh Dubey	Internal Member	
4	Mr. Harsh Panwar	Internal Member	

Chairman



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School of Business Studies & Entrepreneurship

Date: 25.06.2019

Minutes of the Meeting of Board of Studies

13th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 26th June 2019 (at 10:00 am onwards) online through Google meet. The following members were present in the meeting:

- | | | |
|----|--|-----------------|
| 1. | Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. | Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. | Dr. Nishant Pandey
Associate Prof
School of Business Studies, Amity University NOIDA | External Expert |
| 4. | Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. | Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 13.1: Approval of the Minutes of the 12th BOS Meeting held on 24 Dec, 2018 was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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**Item BOS 13.2: New Interdisciplinary Courses to be added in BBA 1st & 2nd Semester.
{Annexure-2}**

- BOS members approved syllabus of the courses-BS311C & BS322C

**Item BOS 13.3: Approval of Syllabus Revision of the courses (BS314 & BS325) in BBA 1st
and 2nd semester. {Annexure-3}**

- BOS members approved syllabus of the courses (BS314 & BS325)

Item BOS 13.4: Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA & MBA for session **July to Dec. 2019**. The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-4}

Item BOS 13.5: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

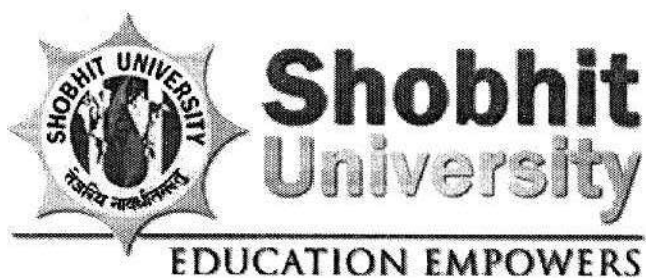
The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:




(Vice Chancellor)





Shobhit University, Gangoh

(Established by UP Shobhit University Act No. 3, 2012)

School of Business Studies and Entrepreneurship

Ordinances, Regulations & Syllabus

For

**Bachelor of Business Administration (BBA) Three Year
Programme Annual Pattern**

(w.e.f. session 2019-20)

**Approved and adopted in the year 2018(Board of Studies; (June
13,2018) by 13th Academic Council (AgendaNo.-1)**



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Programme Educational Objectives (PEOs)

PEO1 Fundamental Business Knowledge: Equip students with a comprehensive understanding of core business concepts, including finance, marketing, management, operations, and economics.

PEO2 Analytical Skills: Develop critical thinking and analytical skills that enable students to assess complex business situations and make informed decisions.

PEO3 Effective Communication: Enhance students' verbal and written communication skills, ensuring they can present ideas clearly and effectively in professional settings.

PEO4 Ethical Understanding: Foster an understanding of ethical issues in business, encouraging students to consider the ethical implications of their decisions and actions.

PEO5 Teamwork and Leadership: Promote collaboration and leadership skills through group projects and experiential learning opportunities, preparing students for leadership roles in diverse environments.

PEO6 Global Perspective: Instill a global mindset by exposing students to international business practices, cultural diversity, and the impact of globalization on business.

PEO7 Practical Application: Provide opportunities for real-world application of business theories through internships, case studies, and projects, bridging the gap between academic learning and practical experience.

PEO8 Entrepreneurial Mindset: Encourage innovative thinking and entrepreneurship, equipping students with the skills to identify and pursue new business opportunities.

PEO9 Technology Proficiency: Ensure students are proficient in using relevant technology and software tools that are essential for modern business practices.

PEO10 Lifelong Learning: Cultivate a mindset of continuous improvement and lifelong learning, preparing students to adapt to changing business environments and pursue further education if desired.



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Programme Specific Objectives (PSO's)

- PSO1** Develop proficiency in financial analysis and budgeting, enabling students to assess organizational performance and make strategic financial decisions.
- PSO2** Equip students with the skills to create, implement, and evaluate marketing campaigns, understanding consumer behavior and market dynamics.
- PSO3** Teach students how to optimize business operations through effective supply chain management, process improvement, and resource allocation.
- PSO4** Provide knowledge of recruitment, training, and employee development practices, preparing students to manage talent effectively within organizations.
- PSO5** Ensure students understand legal principles and ethical standards that govern business practices, fostering responsible decision-making.
- PSO6** Enable students to formulate, implement, and evaluate business strategies that align with organizational goals and market conditions.
- PSO7** Foster the ability to identify business opportunities, develop business plans, and secure funding for new ventures.
- PSO8** Prepare students to navigate international markets by understanding global trade, cross-cultural communication, and international regulations.
- PSO9** Develop skills in data analysis and interpretation, allowing students to make evidence-based decisions using business intelligence tools.
- PSO10** Encourage students to build professional networks and develop soft skills necessary for career advancement, including negotiation, conflict resolution, and presentation skills.



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Programme Outcome Objectives (POO's)

- POO1** Graduates will have a comprehensive understanding of key business concepts, principles, and practices across various disciplines such as finance, marketing, and management.
- POO2** Graduates will effectively analyze complex business problems, synthesize information, and develop sound solutions based on data and evidence.
- POO3** Graduates will demonstrate strong oral and written communication skills, presenting ideas clearly and persuasively to diverse audiences.
- POO4** Graduates will apply ethical principles to business situations, making decisions that reflect integrity and social responsibility.
- POO5** Graduates will effectively collaborate in team settings, demonstrating leadership skills and the ability to work harmoniously with others to achieve common goals.
- POO6** Graduates will understand the impact of globalization on business and be able to navigate cultural differences in international business contexts.
- POO7** Graduates will successfully apply theoretical knowledge to real-world business scenarios, demonstrating competency through internships, projects, or case studies.
- POO8** Graduates will be proficient in using modern business technologies and tools to analyze data and improve operational efficiency.
- POO9** Graduates will possess the skills to identify business opportunities, innovate, and develop viable business plans for new ventures.
- POO10** Graduates will recognize the importance of ongoing professional development and be prepared to adapt to changes in the business environment.



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Course Structure

Ordinance and Regulations



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BBA I SEM Syllabus
Core Course (CC-1)

GEOPHYSICS (BS-311C)

CO: COURSE OBJECTIVES

CO-1 To familiarize students with fundamental geophysical principles and methods, particularly as they apply to resource exploration and environmental assessments.

CO-2 To explore how geophysical techniques are utilized in industries such as mining, oil and gas, and renewable energy, and their impact on business decisions.

CO-3 To teach students how to analyze market trends in the geophysical and environmental sectors, including demand for resources and regulatory impacts.

CO-4 To understand the financial implications of geophysical projects, including investment analysis, cost estimation, and return on investment (ROI) assessments.

Course Contents

Unit I: Introduction to Geophysics : Overview of Geophysics: Definition, history, and importance in industry. Fundamental Concepts: Earth's structure, composition, and physical properties. Geophysical Methods: Introduction to seismic, magnetic, electrical, and gravitational methods.

Unit II: Policy Framework of Education in Pre-Independent Period Geophysical Data and Analysis: Data Collection Techniques: Methods of gathering geophysical data in the field. Data Processing: Techniques for processing and interpreting geophysical data. Case Studies: Analysis of real-world applications of geophysical data in business contexts.

Unit III: Business Applications of Geophysics: Resource Exploration: Role of geophysics in mining, oil and gas, and renewable energy sectors. Market Trends: Understanding demand for natural resources and how geophysical data influences market decisions. Project Management: Planning and executing geophysical projects with a business perspective

Unit IV Sustainability: Best practices for environmentally responsible geophysical exploration: Regulatory Framework: Overview of laws and regulations affecting geophysical practices. Ethical Considerations: Discussing the ethical responsibilities of businesses in geophysical exploration.)

Unit V: Communication and Professional Skills: Technical Communication: Skills for presenting geophysical findings to non-specialist audiences. Interdisciplinary Collaboration: Importance of teamwork in geophysical projects and business settings. Career Development: Exploring career opportunities in geophysics and related fields.



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Suggested Readings:

1. *"Geophysical Methods in Business Applications"* by **A. K. Jain**
2. *"Principles of Geology and Their Business Applications"* by **R. S. Sharma**
3. *"Business and Environmental Geophysics"* by **S. P. Singh**
4. *"Energy Resources and Management"* by **M. S. Venkatesh**



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BBA First Semester Syllabus

Core Course (CC-1)

Management Principles & Applications (BS- 314)

L – 4, C – 4.

Objective: The objective of the course is to provide the student with an understanding of basic management concepts, principles and practices.

Unit1: Introduction

- Concept: Need for Study, Managerial Functions – An overview; Co-ordination: Essence of Managership
- Evolution of the Management Thought, Classical Approach – Taylor, Fayol, Neo-Classical and Human Relations Approaches – Mayo, Hawthorne Experiments, Behavioural Approach, Systems Approach, Contingency Approach – Lawrence & Lorsch, MBO – Peter F. Drucker, Michael Porter – Five-force analysis, Indian Ethos
for Management: Value-Oriented Holistic Management; Learning Lessons from Bhagavat Gita and Ramayana.

Unit2: Planning

- Types of Plan – An overview to highlight the differences
- Strategic planning – Concept, process, Importance and limitations
- Environmental Analysis and diagnosis (Internal and external environment) – Definition, Importance and Techniques (SWOT/TOWS/WOTS-UP, BCG Matrix, Competitor Analysis)
- Decision-making – concept, importance; Committee and Group Decision-making, Process, Perfect rationality and bounded rationality, Planning vis-à-vis Strategy – meaning and elements of the business firm environment – micro, meso, and macro; Industry structure, Business-level strategic planning.

Unit3: Organising

Concept and process of organising – An overview, Span of management, Different types of authority (line, staff and functional), Decentralisation, Delegation of authority
Formal and Informal Structure; Factors affecting organisational design, Organisational structures and Organograms: traditional and modern, comparative suitability and changes over time;

Unit 4: Staffing and Leading

- Staffing: Concept of staffing, staffing process



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- b. Motivation: Concept, Importance, extrinsic and intrinsic motivation; Major Motivation theories - Maslow's Need-Hierarchy Theory; Herzberg's Two-factor Theory, Vroom's Expectation Theory.
- c. Leadership: Concept, Importance, Major theories of Leadership (Likert's scale theory, Blake and Mouten's Managerial Grid theory, leadership styles, and followership.
- d. Communication: Concept, purpose, process; Oral and written communication; Formal and informal communication networks, Barriers to communication, Overcoming barriers to communication.

Unit 5: Control

- a. Control: Concept, Process, Limitations, Principles of Effective Control, Major Techniques of control - Ratio Analysis, ROI, Budgetary Control, EVA, PERT/CPM.
- b. Controlling- Principles of controlling; Measures of controlling and accountability for performance.

Suggested Readings:

1. Harold Koontz and Heinz Weihrich, *Essentials of Management: An International and Leadership Perspective*, McGraw Hill Education.
2. Stephen P. Robbins and Madhushree Nanda Agrawal, *Fundamentals of Management: Essential Concepts and Applications*, Pearson Education.
3. Newman, Summer, and Gilbert, *Management*, PHI
4. James H. Donnelly, *Fundamentals of Management*, Pearson Education.
5. Griffin, *Management Principles and Application*, Cengage Learning
6. Robert Kreitner, *Management Theory and Application*, Cengage Learning



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BBA IInd sem Syllabus **Core Course(CC-5)**

PROFESSIONAL COMMUNICATION (BS-322C)

CO: COURSE OBJECTIVES

CO-1 Develop effective verbal and non-verbal communication skills suitable for various business contexts.

CO-2 Analyze and understand different audiences to tailor messages appropriately for maximum impact.

CO-3 Familiarize with digital communication platforms and tools, understanding their applications in modern business environments.

CO-4 Identify and address common barriers to effective communication, developing strategies to overcome them.

CourseContents

Unit I:Introduction to Professional Communication : Overview of Communication: Definition and importance in business. Types of Communication: Verbal, non-verbal, written, and digital communication. The Communication Process: Sender, message, medium, receiver, feedback, and barriers. Ethics in Communication: Professional ethics and corporate communication.

Unit II:Written Communication Skills:

Business Writing Essentials: Clarity, conciseness, and tone. Types of Business Documents: Emails, memos, reports, proposals, and minutes. Formatting and Structure: Standard formats for business documents. Editing and Proofreading: Techniques for effective editing and common errors to avoid.

Unit III:Verbal Communication and Presentation Skills: Public Speaking Techniques: Speech preparation, organization, and delivery .Effective Presentation Skills: Use of visual aids, body language, and engagement strategies. Group Discussions and Meetings: Techniques for leading and participating effectively. Handling Questions and Feedback: Strategies for managing audience interactions.

Unit IV: Interpersonal and Cross-Cultural Communication:Interpersonal Skills: Active listening, empathy, and conflict resolution. Team Communication: Strategies for effective collaboration and



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communication within teams. Cross-Cultural Communication: Understanding cultural differences and adapting communication styles. Networking Skills: Building professional relationships and leveraging social networks.

Unit V: Digital Communication in Business: Digital Communication Tools: Overview of emails, video conferencing, and collaborative platforms. Social Media in Business: Effective use of social media for professional branding and networking. Remote Communication: Best practices for communicating in virtual environments. Emerging Trends: Impact of technology on business communication.

Suggested Readings:

1. *"Business Communication"* by R. C. Sharma and R. C. Gupta
2. *"Effective Business Communication"* by A. C. D. Das
3. *"Business English: A Step-by-Step Approach"* by R. P. Rani
4. *"Interpersonal Skills for Business Professionals"* by S. R. Mohan



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BBA 2nd Semester Syllabus

Core Course (CC-1)

Organizational Behavior (BS-325)

Course Contents:

Unit 1

Conceptual Foundations and Importance of organization Behaviour, Management Challenges, A Paradigm Shift, Individual Behaviour at Work, Perception and Attribution: Concept, Nature, Process, Attitude: Components, functions and changing attitudes; Personality: Concept, Types and Theories of Personality: Learning: Concept and Theories of Learning, reinforcement, Organizational behavior modification. Misbehavior –Types

Unit II

Motivation: Concepts and their application, Need (Maslow and Herzberg), X and Y, Two factor, McClelland, Goal setting, Self-efficacy, Equity theory Empowerment and economic incentives as motivational tools, Redesigning job and work arrangements.

Unit III

Leadership: Leaders and Leadership Process: Traits, Behaviours, and situations theories, Blake & Mouton's: Managerial grid, Hersey & Blanchard's situational Leadership Model, Likert's 4 system model, Fiedler's Leadership contingency theory, House's Path-goal theory, Contemporary Leadership issues: Charismatic, Transformational Leadership, Inspirational Approaches (transformational, charismatic): Comparison of Indian leadership styles with other countries. Exercises, games and role plays may be conducted to develop team and leadership skills.

Unit IV

Group Dynamics: Definition, Stages of Group Development, Group Cohesiveness, theories of group formation Formal and Informal Groups, Group Processes and Decision Making, Dysfunctional Groups, Importance of team work in organisations, developing team leadership skills, Analysis of Interpersonal Relationship: Transactional Analysis, Johari Window, Life position,

Unit V

Organisational Change: Concept, Nature, Resistance to change, Managing resistance to change, Implementing Change, Kurt Lewin Theory of Change. Conflict: Concept, Traditional view and interactionists view of conflict; Sources, Conflict process; Functional/Dysfunctional. Introduction to power and politics, Types, Stages of conflict, Management of conflict.

Readings:

1. Robbins Stephen P.: Organisational Behaviour, Pearson Education, 12th Edition



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2. Luthans Fred : Organisational Behaviour, Tata McGraw Hill
3. Davis, Keith: Human Behaviour at Works, Tata McGraw Hill, New Delhi.



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SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
BBA

List of Examiners (2019-2020)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1.	BS-311 - Environmental Studies-	External Examiner
		1. Dr. Neha Yajurvadi
		2. Dr. Asma
		3. Dr. Abhishek Dabas
		Internal Examiner
		1. Mr. Harsh Panwar
2	BS-311 A - Nutrition & Well being-	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Swantra Chauchan
		Internal Examiner
		1. Dr. Abhimanyu Upadhyay
3	BS311-B - Disaster Management	External Examiner
		1.Dr. Ashok Gupta
		2 Dr. Asma
		3.Dr. Abhishek Dabas
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Mr. Adesh Kumar



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EDUCATION EMPOWERS

Babu Vijendra Marg, Adarsh Institutional
Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel: +91 7830810052
E-mail: registrargangoh@shobhituniversity.ac.in
U.: www.sug.ac.in

4	BS311-C -Geophysics	External Examiner
		1. Dr. Neha Yashisth
		2.Dr. Anshu Choudhary
		3. Dr. Swantra Chauchan
		Internal Examiner
		1. Mr. Harsh Panwar
5	BS312- Micro Economics	2. Mr. Somprabh Dubey
		External Examiner
		1. Dr. Swantra Chauchan
		2. Ms. Neha Rani
		3. Ms.Gargi
		Internal Examiner
6	BS313 Financial Accounting	1.Mr. Adesh Kumar
		2. Mr. Somprabh dubey
		External Examiner
		1. .Dr. Ashok Gupta
		2. Dr. Asma
		3. Ms. Neha Rani
		Internal Examiner



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		1.Mr. Somprabh dubey
		2. Mr. Adesh Kumar
7	BS314 -Management Principles & Applications	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms.Gargi Internal Examiner 1. Ms. Swati Rajaura 2. Ms.Sonam Chauchan
8	BS315 - Business Organization	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
9	BS331- Macroeconomics	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey



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		2. Mr. Adesh Kumar
10	BS332- Corporate Laws	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 1. Mr. Harsh Panmwar
11	BS333 -Human Resource Management	1 Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar
12	BS334- Computer Applications in Business	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr.Adesh Kumar



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13	BS335- Income Tax Law & Practice	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey Mr.Adesh Kumar
14	BS351- Fundamentals of Financial Management	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
15	BS352- Production & Operations Management	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
16	BS353- Corporate Accounting	External Examiner 1. .Dr. Ashok Gupta



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		<p>2. Dr. Asma</p> <p>3. Ms. Neha Rani</p> <p>Internal Examiner</p> <p>1. Mr. Somprabh dubey</p> <p>2. Mr. Adesh Kumar</p>
17	BS3F1- Financial Markets, Institutions & Services	<p>External Examiner</p> <p>1. Dr. Neha Yashisth</p> <p>2. Ms. Neha Rani</p> <p>3. Ms. Gargi</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Mr. Harsh Panmwar</p>
18	BS3F2- Security Analysis and Portfolio Management	<p>External Examiner</p> <p>1. Dr. Ashok Gupta</p> <p>2. Dr. Asma</p> <p>3. Ms. Neha Rani</p> <p>Internal Examiner</p> <p>1. Mr. Somprabh dubey</p> <p>2. Mr. Adesh Kumar</p>
19	BS3M1- Advertising & Consumer Behaviour	<p>1. Dr. Neha Yashisth</p> <p>2. Ms. Neha Rani</p> <p>3. Ms. Gargi</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p>



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		2. Mr. Harsh Panmwar
20	BS3M2- Sales & Distribution	1 Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar
21	BS3H1- Industrial Relations & Labour Laws	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
22	BS3H2- Human Resource Planning	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay



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	2. Ms. Swati Rajaura
--	----------------------

**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
MBA**

List of Examiners (2019-2020)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1.	BS -611 Management Principles and Practice	External Examiner Dr. Neha Yajurvadi Dr. Asma Dr. Abhishek Dabas Internal Examiner Mr. Harsh Panwar 2. Ms. Sonam Chauchan
2	BS-612 Managerial Economics	External Examiner Dr. Neha Yashisth Dr. Anshu Choudhary Dr. Swantra Chauchan Internal Examiner Dr. Abhimanyu Upadhyay Mr. Somprabh dubey
3	BS-613 Financial Accounting and Analysis	External Examiner 1. Dr. Ashok Gupta 2 Dr. Asma 3. Dr. Abhishek Dabas Internal Examiner



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		1.Ms. Swati Rajaura 2.Mr. Adesh Kumar
4	BS-614 Statistics for Management	External Examiner 1. Dr. Neha Yashisth 2.Dr. Anshu Choudhary 3. Dr. Swantra Chauchan Internal Examiner Mr. Harsh Panwar 2. Mr. Somprabh Dubey
5	BS-615 Legal Aspects of Business	External Examiner 1. Dr. Swantra Chauchan 2. Ms. Neha Rani 3. Ms.Gargi Internal Examiner 1.Mr. Adesh Kumar 2. Mr. Somprabh dubey
6		External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey



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	BS-616 Business Environment	2. Mr. Adesh Kumar
7	BS-617 Business Communication	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms.Gargi Internal Examiner 1. Ms. Swati Rajaura 2. Ms.Sonam Chauchan
8	BS-618 Computer Applications in Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
9	BS631- Strategic Management	External Examiner 1. Dr. Swantra Chauchan 2. Ms. Neha Rani 3. Ms.Gargi Internal Examiner 1. Mr. Adesh Kumar 2. Mr. Somprabh dubey
10	BS632- International Business	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary



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		3. Ms. Neha Rani
		Internal Examiner 1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
11	BS633- Research Methodology	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
12	BS634- Supply Chain Management	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 1. Mr. Harsh Panmwar
13	BS6M1- Consumer Behaviour	1 Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh



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		Panmwar
14	BS6M2- Sales Management	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner Dr. Abhimanyu Upadhayay Mr.Adesh Kumar
15	BS6M3- Advertising Management	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner Mr. Somprabh dubey Mr.Adesh Kumar
16	BS6F1- Security Analysis and Portfolio Management	External Examiner 1.Dr. Anuj Goel 2. Dr Ganesh 3. Ms. Neha Rani Internal Examiner Mr. Somprabh dubey 2 Mr.Adesh Kumar
17	BS6F1- Financial Market and Institutions	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura



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18	BS6F1- International Financial Management	External Examiner 1.Dr. Anuj Goel 2. Dr Ganesh 3. Ms. Neha Rani Internal Examiner Mr. Somprabh dubey 2 Mr.Adesh Kumar
19	BS- 6H1 Industrial Relation and Labour Laws	External Examiner 1.Dr. Abhishek Dadas 2. Dr Ganesh 3. Ms. Neha Rani Internal Examiner Mr. Somprabh dubey 2 Mr.Adesh Kumar
20	BS- 6H2 Human Resource Planning and Strategic Management	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
21	BS- 6H3 Training and Development of Human Resource Management	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 19/12/2020

NOTICE

Subject: Meeting of the Board of Studies

All members of the Board of Studies are hereby informed that a meeting will be held as per the following details:

Date: 29.12.2020

Time: 10 am


Venue: <https://meet.google.com/zrg-zcom-oer> (Online Meeting Link)

Agenda:

1. Approval of the Minutes of the 15th BOS Meeting held on 26 June 2020
2. Approval of New Interdisciplinary course MBA-206C in MBA 2nd Semester updated w.e.f. the academic session 2022-21.
3. Analysis of Students' feedback & Action taken report
4. Analysis of the feedback on curriculum from stakeholders
5. Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **Jan. to June. 2021.**
6. Discussion on the Value Added courses offered for students and ratification of the same.
7. Any other matter with the permission of the Chair

All members are requested to make it convenient to attend the meeting and come prepared with relevant documents and suggestions.

Issued by:


Dr. Abhimanyu Upadhaya
Chairperson, Board of Studies

SHOBHIT UNIVRSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 19/12/2020

To

Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 29.12.2020

Time: 10 am

Mode: <https://meet.google.com/zrg-zcom-oer> (Online Meeting Link)

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs. We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,

Chairman (BOS)



**Shobhit
University**

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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 19/12/2020

To

Dr. Nishant Pandey
Assoc. Prof
School of Business Studies, Amity University NOIDA

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 29.12.2020

Time: 10 am

Mode: <https://meet.google.com/zrg-zcom-oer> (Online Mode Link)


The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,


Chairman (BOS)



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University**

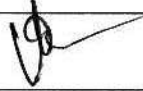

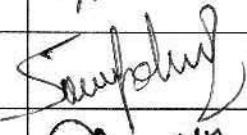
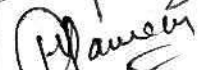
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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 19/12/2020

Attendance Sheet (16th BOS Meeting)

Sr. No	Name	External/Internal Member	Signature
1	Prof.(Dr.) Vikas Tripathi	External Member	
2	Dr. Nishant Pandey	External Member	
3	Mr. Somprabh Dubey	Internal Member	
4	Mr. Harsh Panwar	Internal Member	



Chairman



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School of Business Studies & Entrepreneurship

Date: 26.06.2020

Minutes of the Meeting of Board of Studies

15th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 26th June 2020 (at 10:00 am onwards) online through Google meet. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. Dr. Nishant Pandey
Associate Professor
School of Business Studies, Amity University NOIDA | External Expert |
| 4. Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 15.1: Approval of the Minutes of the 14th BOS Meeting held on 20 Dec. 2019
Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}

Item BOS 15.4: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:



A handwritten signature in black ink, consisting of stylized letters.

(Dean Academics)

A handwritten signature in black ink, featuring a long horizontal stroke at the end.

(Vice Chancellor)



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School of Business Studies & Entrepreneurship

Date: 29.12.2020

Minutes of the Meeting of Board of Studies

16th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 29th Dec. 2020 (at 10:00 am onwards) online Through Google. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. Dr. Nishant Pandey
Associate Professor
School of Business Studies, Amity University NOIDA | External Expert |
| 4. Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 16.1: Approval of the Minutes of the 15th BOS Meeting held on 26 June 2020

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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- BOS members approved New Interdisciplinary course (MBA-206C) in 2nd semester MBA {Annexure-2}

- BOS Chairman has expressed that the student feedback and action taken report process is done at the end of the semester. The BOS members noted the same.

- The BOS chairman presented the analysis report of stakeholders' feedback on curriculum. The BOS members noted the same and advised to incorporate the suggestions as per the feasibility. The Action Taken Report is enclosed herewith.

{Annexure-3}

Item BOS 16.6: Discussion on the Value Added courses offered for students and ratification of the same.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

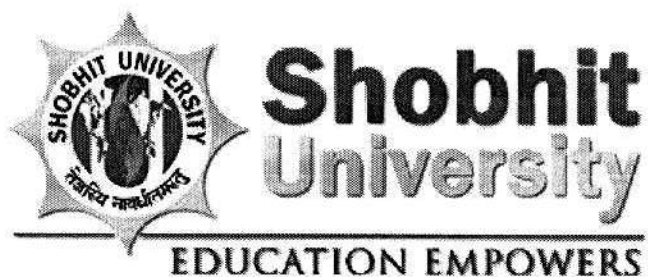
ed by:



(Chairman, BO)


(Vice Chancellor)

SHOBHIT UNIVERSITY
* Saharanpur (U.P.) *



Shobhit University, Gangoh

(Established by UP Shobhit University Act No. 3, 2012)

School of Business Studies & Entrepreneurship

Ordinances, Regulations & Syllabus

For

**Masters of Business Administration (MBA) Two Year
Programme Annual Pattern**

(w.e.f. session 2020-21)

**Approved and adopted in the year 2019 (Board of Studies; Dec.
20, 2019) by 14th Academic Council (Agenda No.-2.2)**

Programme Educational Objectives (PEOs)

PEO1 Cultivate effective leadership skills to inspire and manage teams in diverse business settings.

PEO2 Enhance critical thinking and strategic decision-making abilities.

PEO3 Foster an understanding of ethical practices and social responsibility in business.

PEO 4 Develop a global mindset to navigate international business challenges.

PEO 5 Encourage entrepreneurial thinking and innovation in business practices.

PEO6 Build strong financial management and analytical skills.

PEO 7 Enhance verbal and written communication skills for diverse audiences.

PEO 8 Promote teamwork and collaborative problem-solving skills.

PEO9 Integrate data analytics into business decision-making processes.

PEO10 Instill a commitment to continuous personal and professional development.

Programme Specific Objectives (PSO's)

PSO 1 Equip students with a comprehensive understanding of core concepts, theories, and practices relevant to the field of study.

PSO2 Foster practical skills and competencies that enable students to apply theoretical knowledge in real-world scenarios, including problem-solving and critical thinking.

PSO 3 Encourage students to engage in research activities, promoting innovative thinking and the ability to analyze and synthesize information

PSO4 Instill a sense of ethical responsibility and awareness of social issues related to the discipline, preparing students to contribute positively to society.

PSO5 Enhance students' ability to communicate effectively, both orally and in writing, in professional settings.



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Programme Outcome Objectives (POO's)

POO1 Graduates will demonstrate the ability to lead with integrity, inclusivity, and strategic vision.

POO2 Students will be able to analyze complex business scenarios and formulate actionable strategies.

POO3 Graduates will evaluate business decisions through the lens of ethical considerations and societal impact.

POO4 Students will effectively analyze and respond to global market trends and cultural differences.

POO5 Graduates will create and evaluate new business ventures and innovative solutions.

POO6 Students will be proficient in financial analysis, budgeting, and investment strategies.

POO7 Graduates will be effective communicators, able to convey complex ideas clearly and persuasively.

POO8 Students will demonstrate the ability to work effectively in teams, leveraging diverse perspectives to achieve common goals.

POO9 Graduates will utilize data analysis tools to drive business performance and strategy.

POO10 Students will actively seek out opportunities for learning and growth throughout their careers.



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Course Structure

Ordinance and Regulations



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MBA IInd semester

Environmental Policy (MBA -206 C)

CO: COURSE OBJECTIVES

CO-1 Analyze the various frameworks and instruments used in environmental policy at local, national, and global levels.

CO-2 Develop critical thinking skills to evaluate environmental policies and their effectiveness in addressing environmental challenges.

CO-3 Explore the intersection of environmental science, economics, sociology, and law in shaping environmental policies.

CO-4 Identify and understand the roles of different stakeholders, including governments, NGOs, businesses, and communities in environmental policy-making.

CO-5 Learn techniques for analyzing and evaluating existing environmental policies, including cost-benefit analysis and impact assessments.

Course Contents

Unit 1: Introduction to Environmental Policy

- Overview of Environmental Policy
- Historical Context and Evolution
- Key Concepts: Sustainability, Conservation, and Biodiversity

Unit 2: Environmental Legislation and Regulation

- Major Environmental Laws (e.g., NEPA, Clean Air Act, Clean Water Act)
- Regulatory Frameworks and Agencies (e.g., EPA)
- The Role of International Agreements (e.g., Paris Agreement)

Unit 3: Policy Instruments and Tools



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- Market-Based Instruments (e.g., Cap-and-Trade, Taxes)
- Command and Control Regulations
- Voluntary Programs and Public Engagement

Unit 4: Environmental Justice and Equity

- Defining Environmental Justice
- Case Studies of Environmental Inequality
- Strategies for Achieving Equity in Policy

Unit 5: Current Issues and Future Directions in Environmental Policy

- Climate Change and Policy Responses
- Biodiversity Loss and Conservation Strategies
- The Role of Technology and Innovation

- **Suggested Readings:**

- "This Changes Everything: Capitalism vs. the Climate" by Naomi Klein
- "The Uninhabitable Earth: Life After Warming" by David Wallace-Wells (selected chapters)
- "Environmental Policy: New Directions for the Twenty-First Century" by Norman J. Vig and Michael G. Faure



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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
BBA**

List of Examiners (2020-2021)

1	BS-321 Business Law	External Examiner
		1. Dr. Neha Yashisth
		2. Ms. Neha Rani
		3. . Ms.Gargi
		Internal Examiner
2	BS321 Tax Law-1	1. Dr. Abhimanyu Upadhayay
		1. Mr. Harsh Panmwar
		External Examiner
		1. Dr. Asma
		2.Dr.Ashok Gupta
3	BS322- Business Communication	3.Ms. Neha Rani
		Internal Examiner
		1.Mr. Somprabh Dubey
		2.Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner



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		1.Ms. Swati Rajaura
		2.Ms. Sonam
4	BS322-A- Etiquate & Convesational Skills	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
5	BS322-B Corporate Communication	2.Ms. Sonam
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
6	BS322-C - Professional Communication	1.Ms. Swati Rajaura
		2.Ms. Sonam
		External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Ms. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay



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		2. Ms. Swati Rajaura
7	BS322 D- Personality Development	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Swantra Chauchan Internal Examiner 1. Dr. Abhimanyu Upadhyay 2. Mr. Somprabh dubey
8	BS323 Cost Accounting	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar
9	BS324- C Business Mathematics	External Examiner 1. Dr. Swantra Chauchan 2. Ms. Neha Rani 3. Ms. Gargi Internal Examiner 1. Mr. Adesh Kumar 2. Mr. Somprabh dubey
10	BS325-Organisational Behaviour	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary



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		3. Ms. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhyay
		2. Ms. Swati Rajaura
11	BS341- Business Statistics	External Examiner
		1.Dr. Anuj Goel
		2. Dr Ganesh
		3. Ms. Neha Rani
		Internal Examiner
		1. Mr. Somprabh dubey
		2 Mr.Adesh Kumar
12	BS342 -Principles of Marketing	External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Ms. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhyay
		2. Ms. Swati Rajaura
13	BS343- Indian Economy	External Examiner
		1.Dr. Anuj Goel
		2. Dr Ganesh
		3. Ms. Neha Rani
		Internal Examiner
		1. Mr. Somprabh dubey
		2 Mr.Adesh Kumar



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14	BS344 -E-Commerce	External Examiner 1.Dr. Abhishek Dadas 2. Dr Ganesh 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2 Mr.Adesh Kumar
15	BS345- Entrepreneurship	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
16	BS361- Business Policy & Strategy	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
17	BS362- Goods and Services Tax and Customs	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary



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		3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
18	BS3FM4- Insurance & Risk Management	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
19	BS3FM5- Banking Principles & Operations	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
20	BS3MK4- Retail Management	1 Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar



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21	BS3MK5- Services Marketing	<p>1 Dr. Neha Yashisth</p> <p>2. Ms. Neha Rani</p> <p>3. . Ms.Gargi</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Mr. Harsh Panmwar</p>
22	BS3HR4- Training and Development of Human Resources	<p>External Examiner</p> <p>1.Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary</p> <p>3. Ms. Neha Rani</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Ms. Swati Rajaura</p>
23	BS3HR5- Compensation Management	<p>External Examiner</p> <p>1.Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary</p> <p>3. Ms. Neha Rani</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Ms. Swati Rajaura</p>



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SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
MBA**

List of Examiners (2020-2021)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
9	621- Organizational Behaviour	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms. Gargi Internal Examiner 1. Dr. Abhimanyu Upadhyay 2. Mr. Harsh Panmwar
10	622- Management Accounting	External Examiner Dr. Asma 2. Dr. Ashok Gupta 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh Dubey 2. Mr. Adesh Kumar
11	623- Operations Research	External Examiner 1. Dr. Neha Yashisth 2. Dr. Neha Yajurvadi 3. Dr. Anshu Internal Examiner 1. Ms. Swati Rajaura 2. Ms. Sonam
12	624- Marketing Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Neha Yajurvadi



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		3.Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Sonam
13	625- Financial Management	External Examiner
		1.Dr. Neha Yashisth
		2.Dr. Neha Yajurvadi
		3.Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Sonam
14	626- Human Resource Management	External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Ms. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
15	627- Production and Operations Management	External Examiner
		1.Dr. Neha Yashisth
		2.Dr. Anshu Choudhary
		3.Dr. Swantra Chauchan
		Internal Examiner
		1Dr. Abhimanyu Upadhayay
		2.Mr. Somprabh dubey
16	628- Management Information System	External Examiner
		1. .Dr. Ashok Gupta
		2. Dr. Asma
		3. Ms. Neha Rani
		Internal Examiner
		1.Mr. Somprabh dubey
		2. Mr. Adesh Kumar



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17	BS 641- Entrepreneurship Development	<p>External Examiner 1. Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary 3. Ms. Neha Rani</p> <p>Internal Examiner 1. Dr. Abhimanyu Upadhayay</p> <p>2. Ms. Swati Rajaura</p>
18	BS 642- Corporate Social Responsibility and Corporate Governance	<p>External Examiner 1. Dr. Ashok Gupta</p> <p>2. Dr. Asma 3. Ms. Neha Rani</p> <p>Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar</p>
19	BS 643- E-Business	<p>External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms. Gargi</p> <p>Internal Examiner 1. Dr. Abhimanyu Upadhayay</p> <p>2. Mr. Harsh Panwar</p>
20	BS6M4- International Marketing	<p>External Examiner 1. Dr. Ashok Gupta</p> <p>2. Dr. Asma 3. Ms. Neha Rani</p> <p>Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar</p>
21	BS6M5 -Services Marketing	<p>1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms. Gargi</p> <p>Internal Examiner 1. Dr. Abhimanyu</p>



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		Upadhayay 2. Mr. Harsh Panmwar
22	BS6F4-Project Planning and Evaluation	1 Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms. Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar
23	BS6F4-Corporate Tax Planning	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
24	BS6H4-Compensation management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
25	BS6H5-Negotiation and Counseling	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms. Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panwar



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Stakeholder Feedback Report-2020-21



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Feedback Process of Stake Holders:

Stake Holder's feedback is a regular process of the University. University always gives importance to its stake holder's suggestions for curriculum development and other student related activities. The University generally takes the feedback from the following stake holders:

- Students
- Teachers
- Employers
- Alumni
- Peer Academicians

At our university, we collect feedback from different stakeholders including Alumni, Students, Faculty, Peer Academicians, and Employers. Using online platforms, we gather these insights efficiently for thorough analysis. The processed feedback is then forwarded to various boards for their valuable suggestions. The Departmental Board of Studies synthesizes this information, crafting a comprehensive outcome which is then presented to the Academic Council. During Academic Council meetings, chaired by the Vice Chancellor, detailed discussions and clarifications take place. This collaborative process ensures that every perspective is considered before final approval and implementation of necessary changes. This method not only upholds the academic integrity of our institution but also fosters a culture of continuous improvement and innovation.

Feedback process of the School/Department:

Curriculum Design and Development is a significant process that involves consulting with experts and developing relevant need-based inputs based on feedback from stake holders. In this regard, the University makes the requisite arrangements for students, teachers, alumni and employers to provide input on curriculum-related institutional processes. The ultimate goal of stakeholder input is to gain valuable insights for improving teaching, learning, evaluation, and ability in all areas. Curriculum, as one of the most important elements of the teaching-learning process, must be evaluated on a regular basis. Shobhit University Gangoh has total 09 Schools/Departments and feedback is taken School/Department wise.



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TEACHERS' FEEDBACK



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Teachers' Feedback Analysis

After systematically assessing and examining the Teacher's suggestions, the university uses it as a foundation for making changes to the existing structure. The Teacher's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Teacher:

Teacher is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Teacher

Sl.	Questions	Type				
1	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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7	The curriculum helps in enhancing problem solving capability related to local/global societal issues.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	Adequate freedom is given to offer opinion on design & development of curriculum.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The existing system for curriculum revision is found to be effective.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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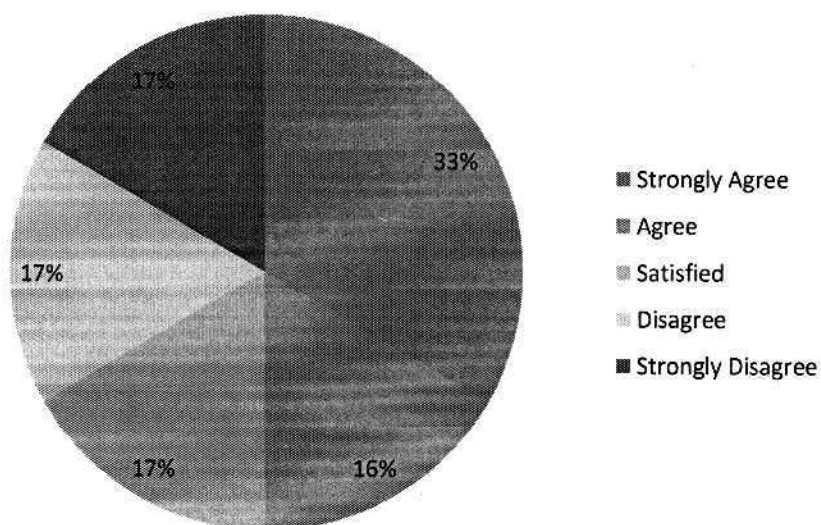
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Analysis of Teachers' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	33.33	16.67	16.67	16.67	16.67





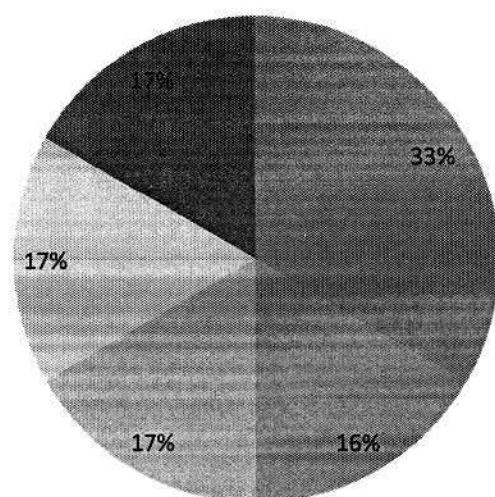
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Q.2 The courses have adequate balance between theory and application for student's holistic development.

The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	33.33	16.67	16.67	16.67	16.67



■ Strongly Agree
 ■ Agree
 ■ Satisfied
 ■ Disagree
 ■ Strongly Disagree



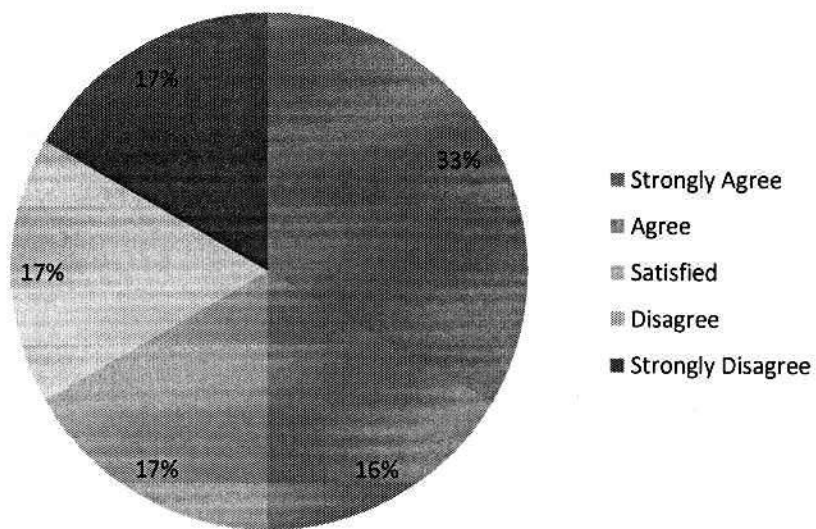
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	33.33	16.67	16.67	16.67	16.67





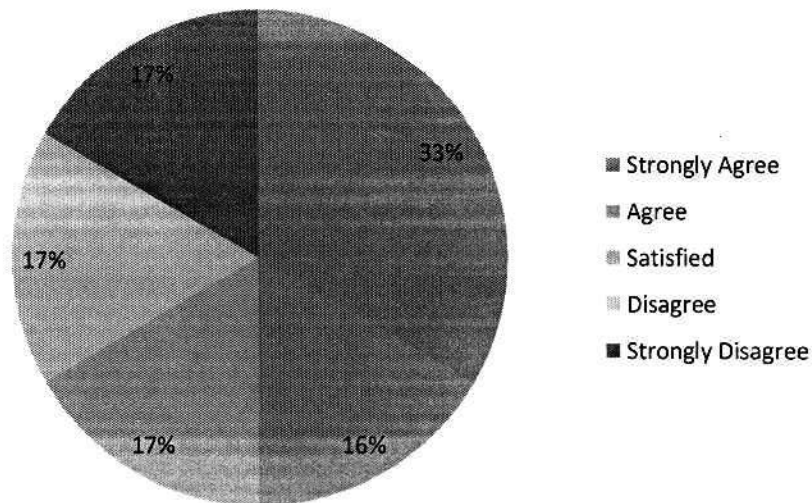
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Q.4 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	33.33	16.67	16.67	16.67	16.67





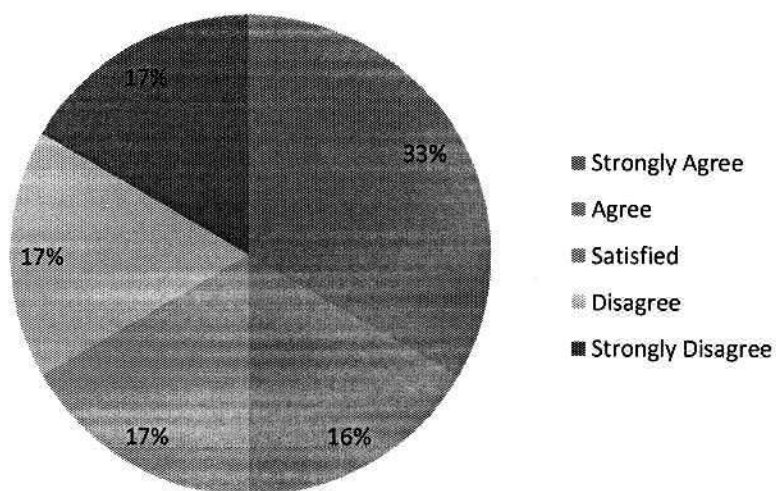
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	33.33	16.67	16.67	16.67	16.67





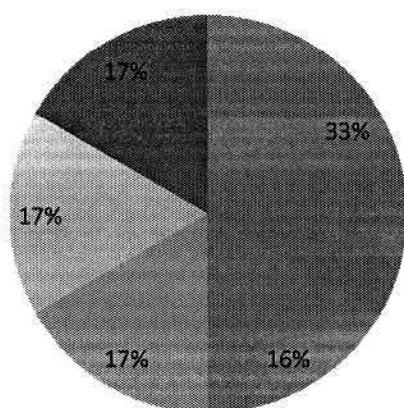
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	33.33	16.67	16.67	16.67	16.67



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



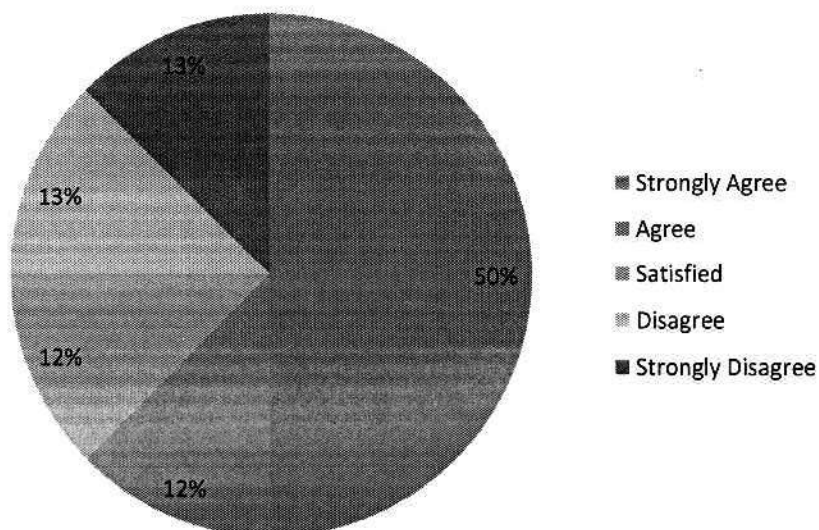
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Q.7 The curriculum helps in enhancing problem solving capability related to local/global societal issues.

The curriculum helps in enhancing problem solving capability related to local/global societal issues.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





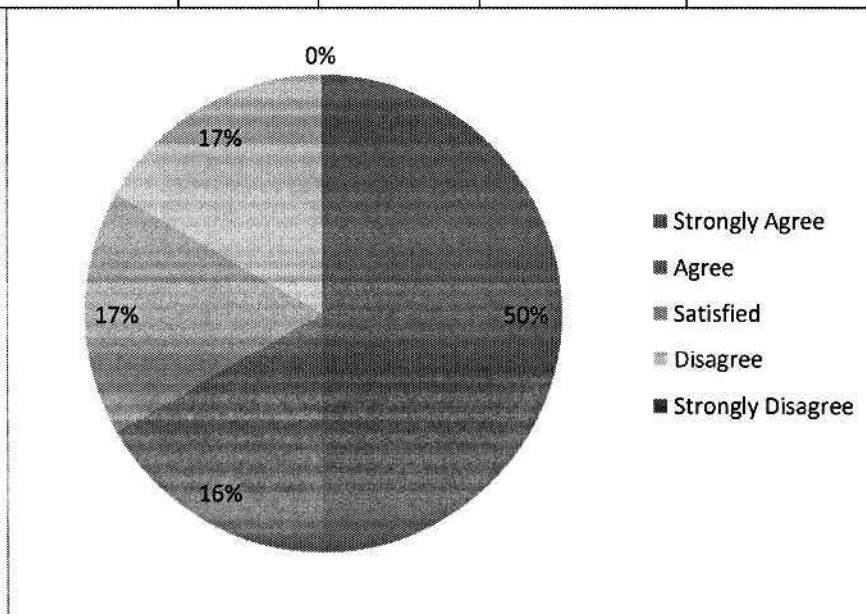
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Q.8 Adequate freedom is given to offer opinion on design & development of curriculum.

Adequate freedom is given to offer opinion on design & development of curriculum.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	16.67	16.67	16.67	0.00





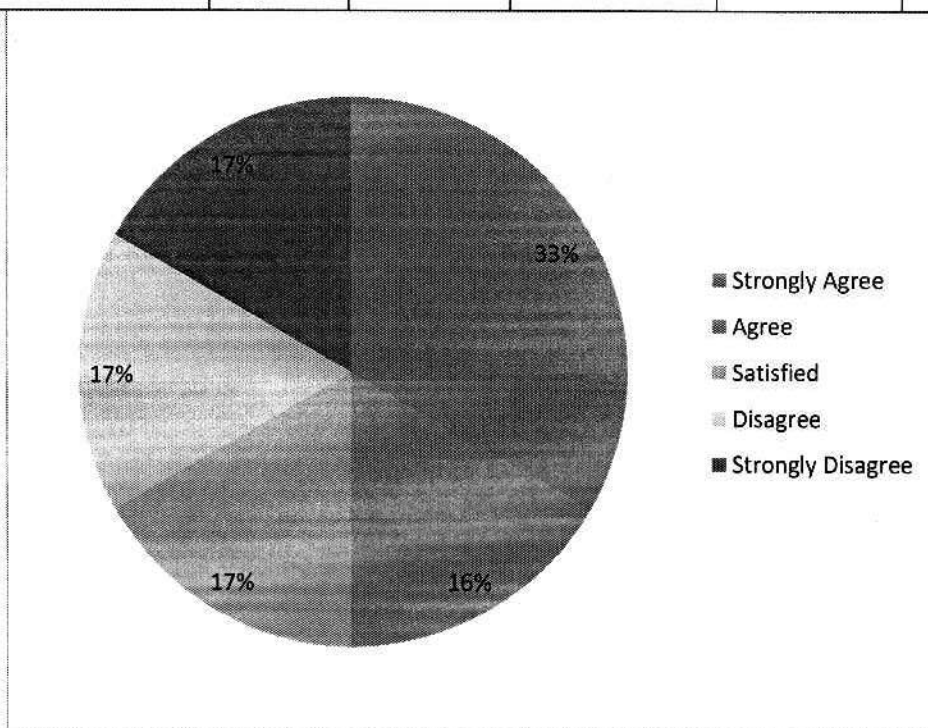
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Q.9 The existing system for curriculum revision is found to be effective.

The existing system for curriculum revision is found to be effective.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	33.33	16.67	16.67	16.67	16.67





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School of Business Studies & Entrepreneurship (06)

Total no. of Teachers : 06		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The curriculum is well organized and balanced for the programme with proper credit allocation.	No. of Teachers	2.00	1.00	1.00	1.00	1.00
	Percentage	33.33	16.67	16.67	16.67	16.67
The courses have adequate balance between theory and application for student's holistic development.	No. of Teachers	2.00	1.00	1.00	1.00	1.00
	Percentage	33.33	16.67	16.67	16.67	16.67
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	No. of Teachers	2.00	1.00	1.00	1.00	1.00
	Percentage	33.33	16.67	16.67	16.67	16.67
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Teachers	2.00	1.00	1.00	1.00	1.00
	Percentage	33.33	16.67	16.67	16.67	16.67
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Teachers	2.00	1.00	1.00	1.00	1.00
	Percentage	33.33	16.67	16.67	16.67	16.67
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Teachers	2.00	1.00	1.00	1.00	1.00
	Percentage	33.33	16.67	16.67	16.67	16.67
The curriculum helps in enhancing problem solving	No. of Teachers	4.00	1.00	1.00	1.00	1.00



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capability related to local/global societal issues	Percentage	50.00	12.50	12.50	12.50	12.50
Adequate freedom is given to offer opinion on design & development of curriculum.	No. of Teachers	3.00	1.00	1.00	1.00	0.00
	Percentage	50.00	16.67	16.67	16.67	0.00
The existing system for curriculum revision is found to be effective.	No. of Teachers	2.00	1.00	1.00	1.00	1.00
	Percentage	33.33	16.67	16.67	16.67	16.67



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Analysis of Feedback:

The overall teacher feedback on the curriculum reflects a moderately positive outlook, with most components rated at 66.67%, suggesting a fair level of satisfaction across key areas. Teachers found the curriculum to be generally well-organized and balanced with appropriate credit allocation. They acknowledged a reasonable integration of theory and practical elements, along with adequate scope for multidisciplinary learning and elective choices.

Courses related to human values and ethics, entrepreneurial skills, and employability were also rated at 66.67%, indicating that these areas are being addressed but may need further strengthening to enhance student outcomes. The curriculum's ability to develop problem-solving skills related to societal issues was rated slightly higher at 75.00%, reflecting a stronger impact in this area.

Importantly, 83.33% of teachers felt they had adequate freedom to contribute to curriculum design and development, showing a healthy level of academic participation. However, the effectiveness of the current curriculum revision system received a moderate 66.67%, indicating a need for more dynamic and responsive update mechanisms.

In summary, while the foundation of the curriculum is solid, targeted improvements in innovation, relevance, and continuous feedback integration could lead to greater academic and professional value for students.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1	Strengthen courses related to human values, ethics, and entrepreneurial skills.	Developed a new curriculum module focusing on entrepreneurship ethics, sustainability, and social entrepreneurship. Introduced business ethics workshops and guest lectures from industry experts.	Improved student awareness of ethical entrepreneurship and social responsibility. Positive student feedback on real-world applications of ethical decision-making in business.
2	Enhance the integration of theory and practical elements.	Increased the number of industry-based projects, case studies, and live business simulations across key courses. Expanded opportunities for internships and practical fieldwork.	Students gained more hands-on experience, leading to better understanding and application of theoretical knowledge. Faculty noted an increase in student engagement and comprehension.
3	Strengthen employability components and career readiness programs.	Launched an employability enhancement program that includes resume-building workshops, mock interviews, and industry networking events. Developed partnerships with companies for internships and job placements.	Students reported higher confidence in securing job opportunities. Increased industry engagement and placement rates for graduates.
4	Improve the curriculum revision system for better responsiveness.	Established a more frequent review cycle for the curriculum, incorporating ongoing feedback from faculty, students, and industry stakeholders.	The curriculum became more adaptive to changing industry needs. Faculty and students appreciated the faster



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		Implemented a more transparent and structured revision process.	incorporation of feedback, leading to a more dynamic and current academic offering.
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ALUMNI'S FEEDBACK



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Alumni's Feedback Analysis

After systematically assessing and examining the alumni's suggestions, the university uses it as a foundation for making changes to the existing structure. The alumni feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Students:

Alumni feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Alumni

Sl.	Questions	Type				
1	The courses based on state of art trends and recent developments?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The courses found to be helpful in developing skills and knowledge in respective domain?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The courses found to be productive in competing professionally at national/international level?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The programme helped to understand the impact of domain knowledge in social and global context?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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6	The programme provided awareness on recent advancements and innovations?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
7	The programme improved critical thinking ability and problem-solving aptitude.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The programme helped to take independent decisions and perform managerial & administrative functions diligently?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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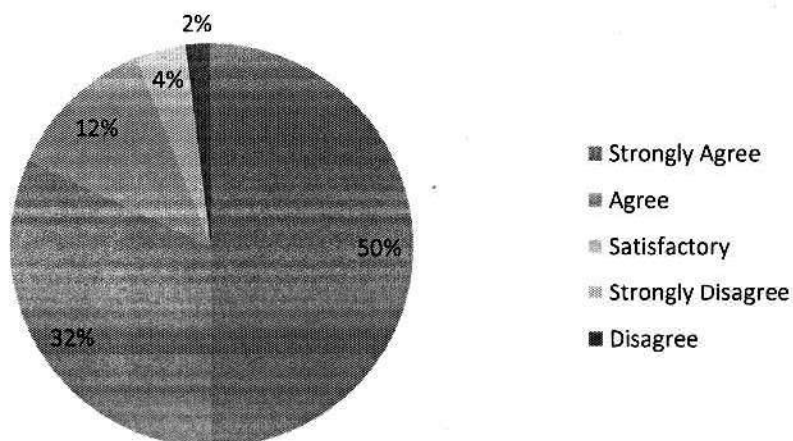
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Analysis of Alumni' Feedback of School of Business Studies & Entrepreneurship through Table and Pie Chart

Q.1 The courses based on state of art trends and recent developments?

The courses based on state of art trends and recent developments	Strongly Agree	Agree	satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	32.00	12.00	4.00	2.00





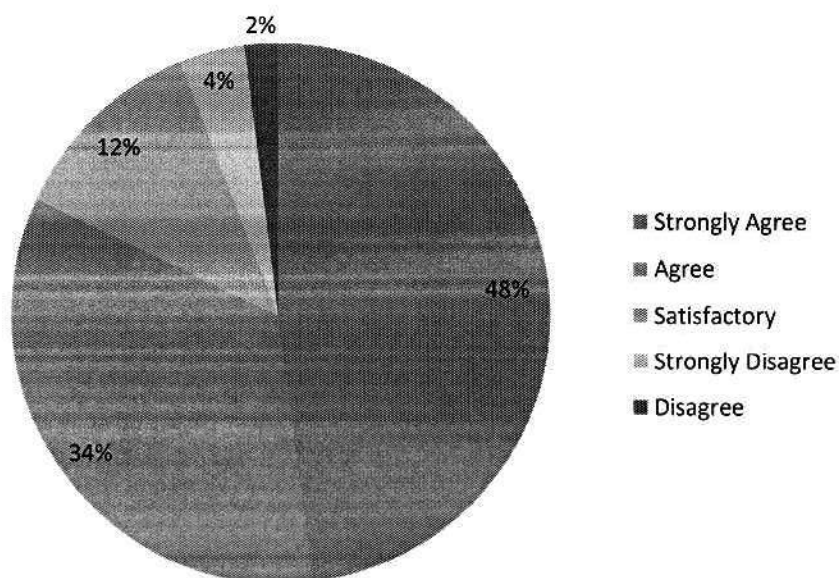
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Q.2 The courses found to be helpful in developing skills and knowledge in respective domain?

The courses found to be helpful in developing skills and knowledge in respective domain	Strongly Agree	Agree	satisfactory	Disagree	Strongly Disagree
Response (%)	48.00	34.00	12.00	4.00	2.00





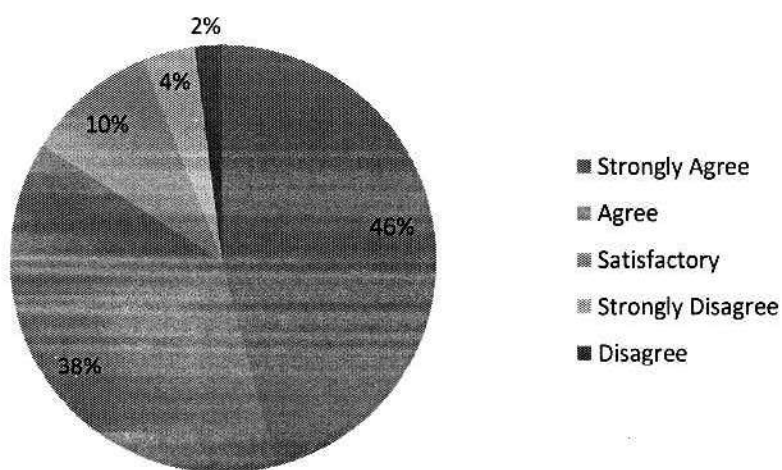
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Q.3 The courses found to be productive in competing professionally at national/international level?

The courses found to be productive in competing professionally at national/international level	Strongly Agree	Agree	satisfactory	Disagree	Strongly Disagree
Response (%)	46.00	38.00	10.00	4.00	2.00





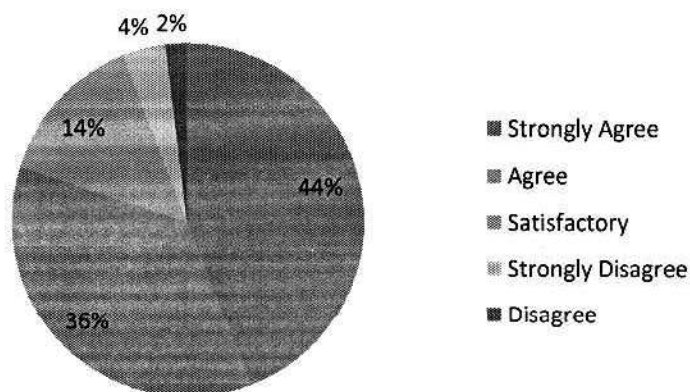
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Q.4 The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?

The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values	Strongly Agree	Agree	satisfactory	Disagree	Strongly Disagree
Response (%)	44.00	36.00	14.00	4.00	2.00





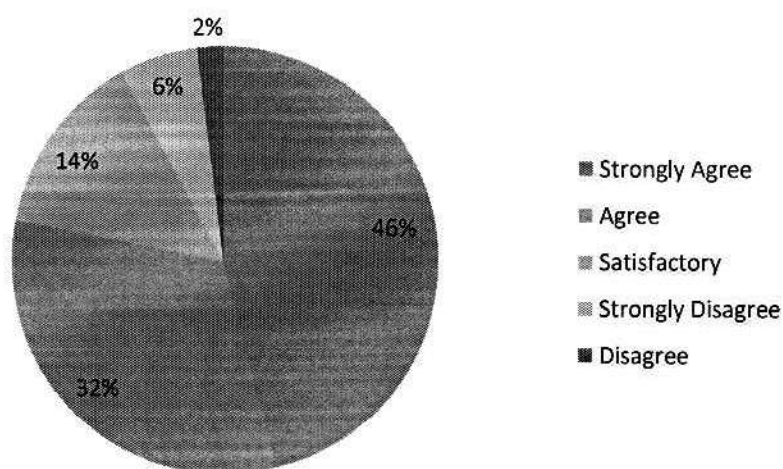
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Q.5 The programme helped to understand the impact of domain knowledge in social and global context?

The programme helped to understand the impact of domain knowledge in social and global context	Strongly Agree	Agree	satisfactory	Disagree	Strongly Disagree
Response (%)	46.00	32.00	14.00	6.00	2.00





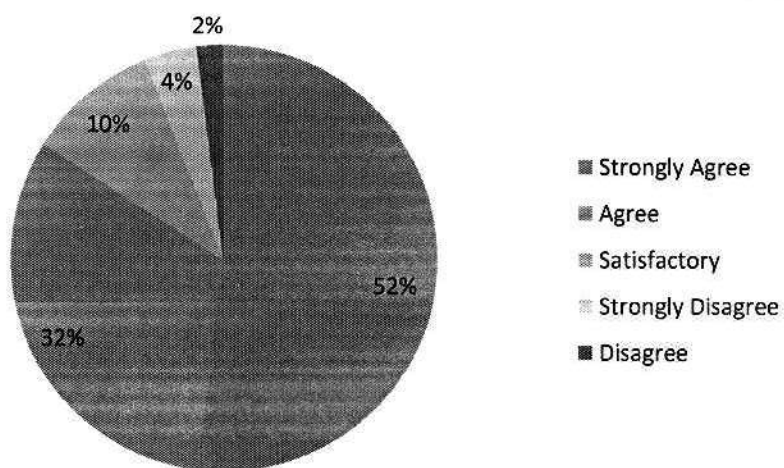
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Q.6 The programme provided awareness on recent advancements and innovations?

The programme provided awareness on recent advancements and innovations	Strongly Agree	Agree	satisfactory	Disagree	Strongly Disagree
Response (%)	52.00	32.00	10.00	4.00	2.00





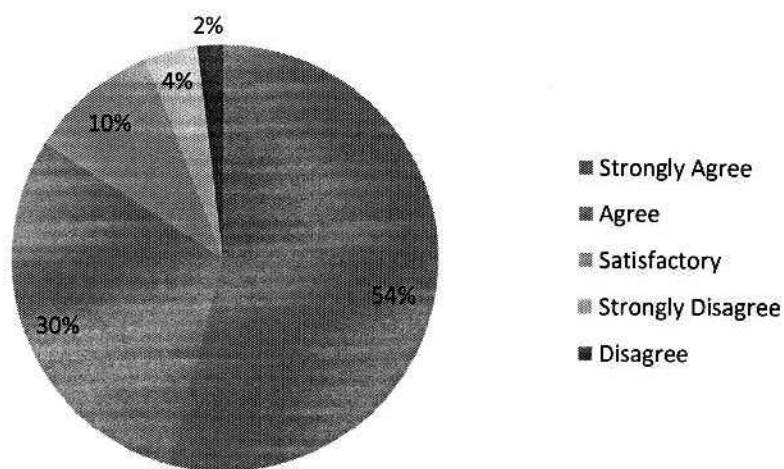
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Q.7 The programme improved critical thinking ability and problem-solving aptitude.

The programme improved critical thinking ability and problem-solving aptitude.	Strongly Agree	Agree	satisfactory	Disagree	Strongly Disagree
Response (%)	54.00	30.00	10.00	4.00	2.00





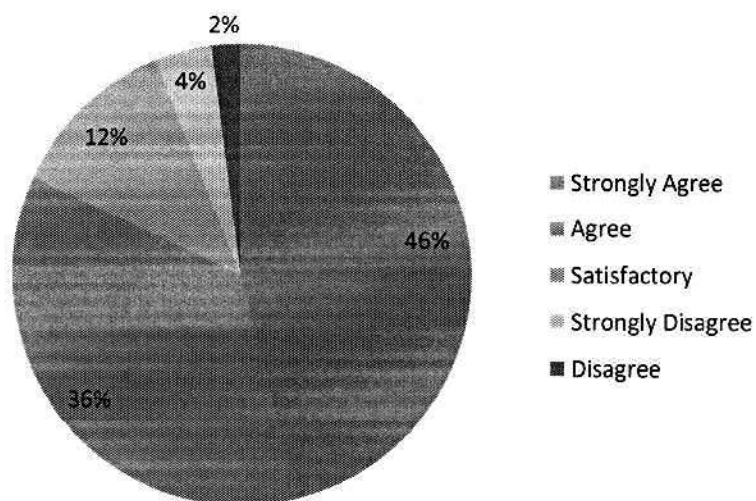
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Q.8 The programme helped to take independent decisions and perform managerial & administrative functions diligently?

The programme helped to take independent decisions and perform managerial & administrative functions diligently	Strongly Agree	Agree	satisfactory	Disagree	Strongly Disagree
Response (%)	46.00	36.00	12.00	4.00	2.00





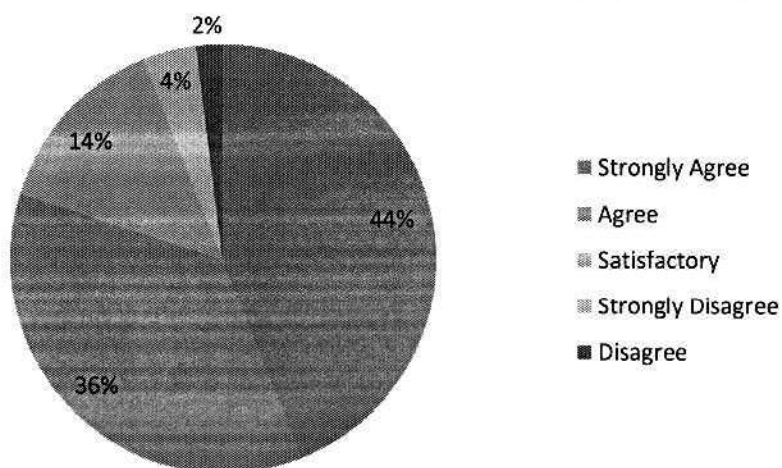
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Q.9 The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?

The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies	Strongly Agree	Agree	satisfactory	Disagree	Strongly Disagree
Response (%)	44.00	36.00	14.00	4.00	2.00





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School of Business Studies & Entrepreneurship (50)							
Sr.No.	Questions		Strongly Agree	Agree	Satisfactory	Strongly Disagree	Disagree
1	The courses based on state of art trends and recent developments?	No of Alumni	25	16	6	2	1
		Percentage	50.00	32.00	12.00	4.00	2.00
2	The courses found to be helpful in developing skills and knowledge in respective domain?	No of Alumni	24	17	6	2	1
		Percentage	48.00	34.00	12.00	4.00	2.00
3	The courses found to be productive in competing professionally at national/international level?	No of Alumni	23	19	5	2	1
		Percentage	46.00	38.00	10.00	4.00	2.00
4	The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?	No of Alumni	22	18	7	2	1
		Percentage	44.00	36.00	14.00	4.00	2.00
5	The programme helped to understand the impact of domain knowledge in social and global context?	No of Alumni	23	16	7	3	1
		Percentage	46.00	32.00	14.00	6.00	2.00
6	The programme provided awareness on recent advancements and innovations?	No of Alumni	26	16	5	2	1
		Percentage	52.00	32.00	10.00	4.00	2.00
7	The programme improved critical thinking ability and problem-solving aptitude.	No of Alumni	27	15	5	2	1
		Percentage	54.00	30.00	10.00	4.00	2.00
8	The programme helped to take independent decisions and perform managerial & administrative functions diligently?	No of Alumni	23	18	6	2	1
		Percentage	46.00	36.00	12.00	4.00	2.00
9	The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?	No of Alumni	22	18	7	2	1
		Percentage	44.00	36.00	14.00	4.00	2.00



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Analysis of the Feedback

The alumni feedback on the curriculum reveals a mixed response, with notable strengths in certain areas and room for improvement in others. On the positive side, 94% of alumni found the courses to be highly effective in developing domain-specific skills and knowledge, motivating students toward nation-building by instilling ethical and professional values, and enhancing awareness of recent advancements and innovations. Similarly, the program was appreciated for its ability to improve critical thinking, problem-solving, and managerial skills, as well as providing a strong foundation for pursuing advanced studies and research. However, there was a lower satisfaction rate (47%) in areas such as the alignment of the courses with state-of-the-art trends, their utility in preparing students for national or international competition, and their ability to address the impact of domain knowledge in a social and global context. Additionally, alumni indicated a slight gap in the curriculum's ability to foster independent decision-making. Overall, while the program is well-regarded for skill-building and ethical development, it may need further adjustments to better align with current trends and global competitiveness.



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Action Taken Report

(School of Business Studies & Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1	Align the curriculum with contemporary industry trends and global business practices	Introduced new modules and guest lectures focusing on emerging trends in business and entrepreneurship, including digital transformation.	Curriculum now includes cutting-edge business strategies and prepares students for the modern competitive landscape.
2	Improve preparation for national and international competition	Organized inter-college competitions, case study analysis, and participation in global business challenges and competitions.	Increased student participation in national and international business competitions, fostering a competitive spirit.
3	Address the social and global impact of business knowledge and decisions	Added case studies and projects that focus on sustainability, ethics in business, and social entrepreneurship on a global scale.	Students gained a broader understanding of how businesses impact global society, with a focus on sustainability and ethics.
4	Strengthen the curriculum's focus on fostering independent decision-making and leadership skills	Introduced more leadership workshops, real-time decision-making simulations, and entrepreneurship boot camps to build leadership capacities.	Enhanced student leadership and decision-making skills, preparing them for independent roles in business and entrepreneurship.



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EMPLOYER's FEEDBACK



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Employer's Feedback Analysis

After systematically assessing and examining the Employer's suggestions, the university uses it as a foundation for making changes to the existing structure. The Employer's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Employer:

Employer is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Employer

Sl.	Questions	Type				
1	The curriculum assists the students to acquire necessary entry level skills in industrial sector.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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7	The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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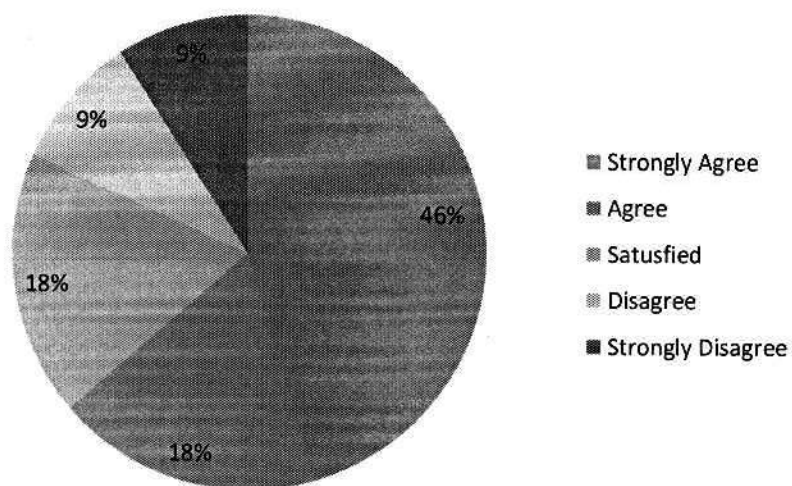
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Analysis of Employer's Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 curriculum assists the students to acquire necessary entry level skills in industrial sector.

The curriculum assists the students to acquire necessary entry level skills in industrial sector.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.5	18.2	18.2	9.1	9.1





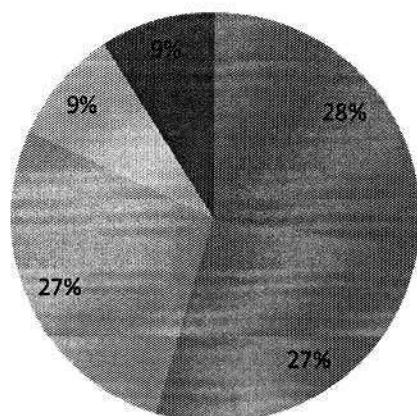
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Q.2 The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.

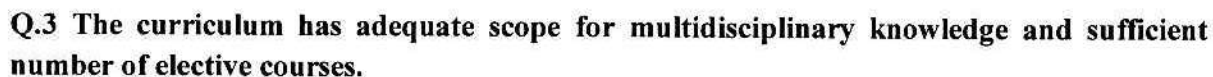
The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	27.27	27.27	27.27	9.09	9.09



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



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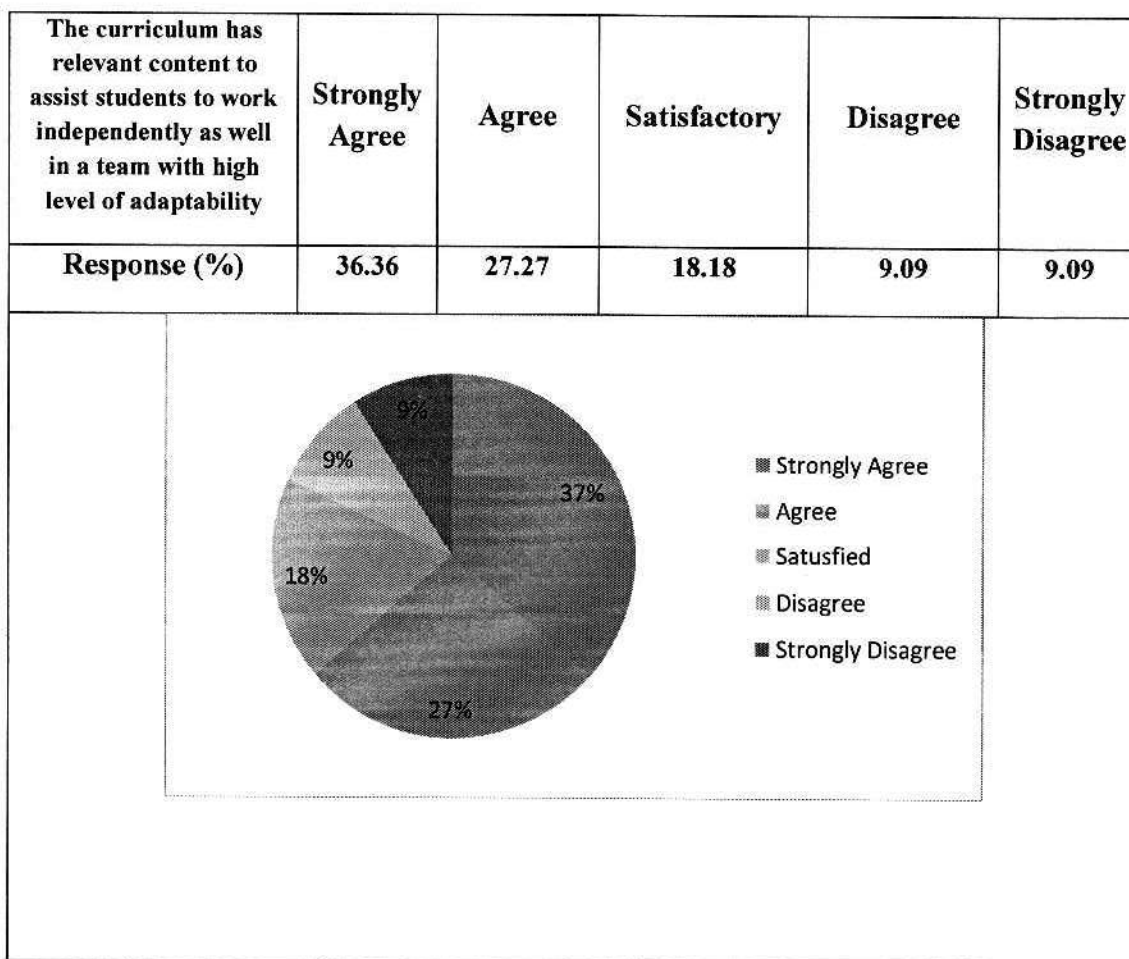


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Q.4 The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability.





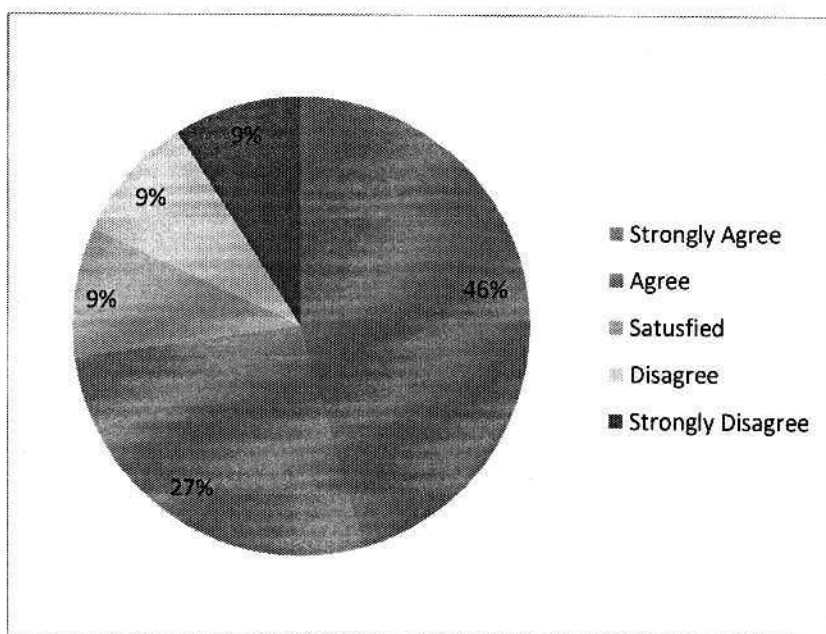
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.45	27.27	9.09	9.09	9.09





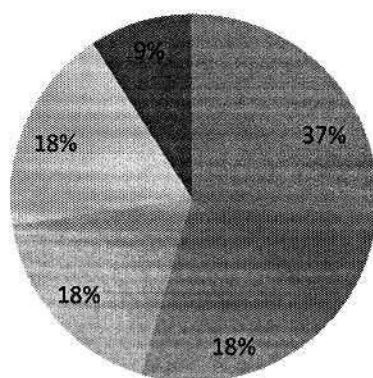
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	35.71	21.43	21.43	14.29	7.14



■ Strongly Agree
 ■ Agree
 ■ Satisfied
 ■ Disagree
 ■ Strongly Disagree



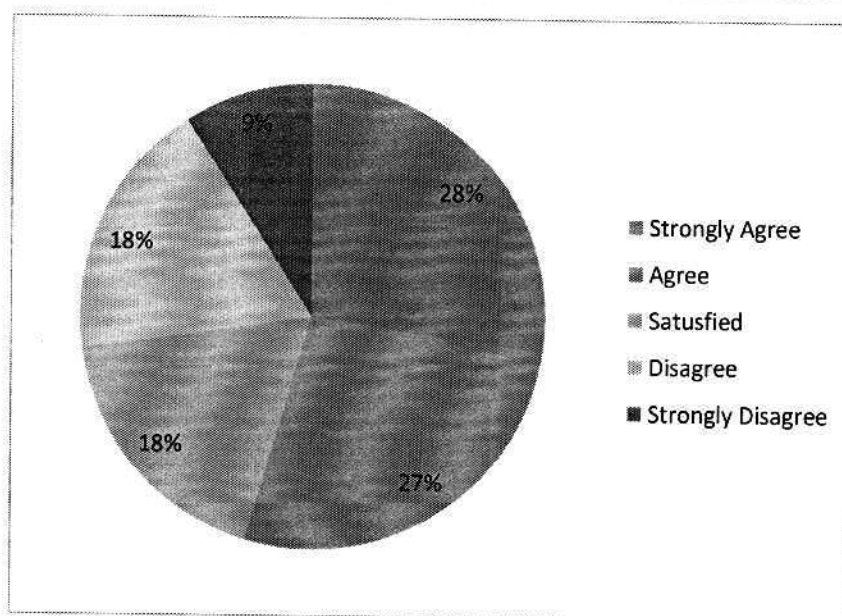
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Q.7 The curriculum has focus on personality development by presence of courses on human values and professional ethics.

The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	27.27	27.27	18.18	18.18	9.09





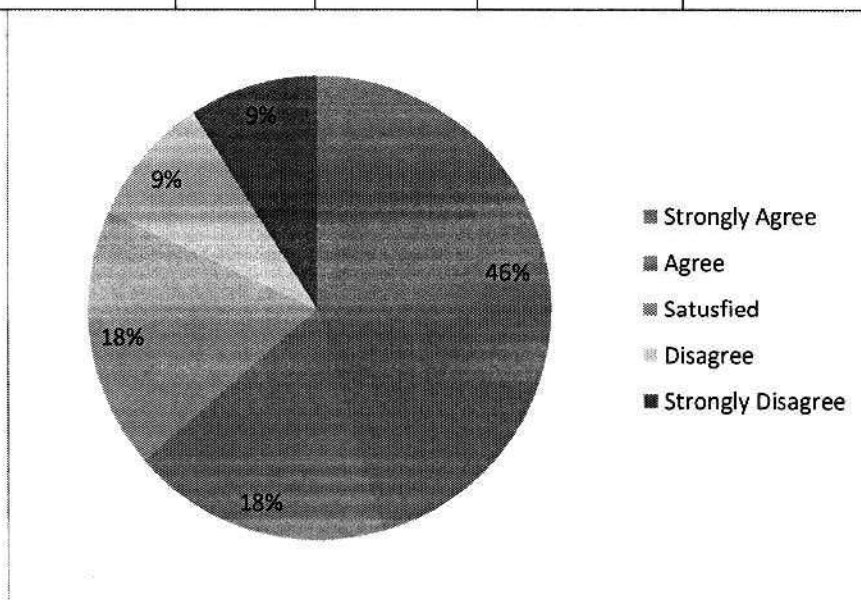
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Q.8 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.45	18.18	18.18	9.09	9.09





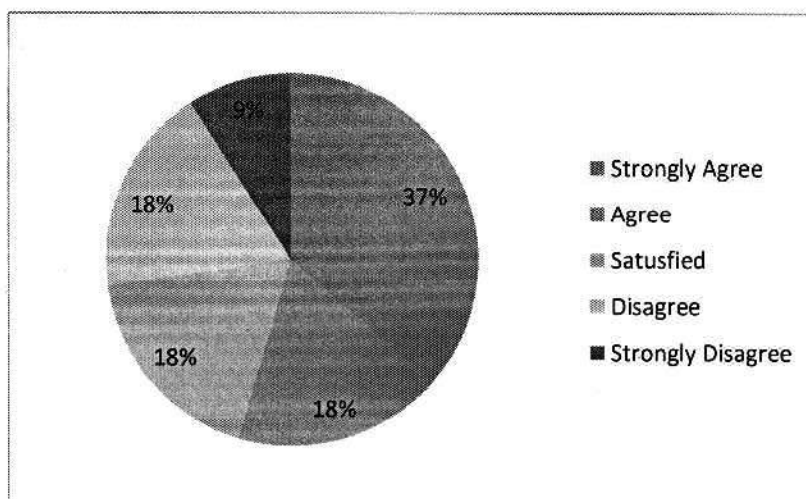
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Q.9 The courses have adequate balance between theory and application for a student's holistic development.

The courses have adequate balance between theory and application for student's holistic development	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	36.36	18.18	18.18	18.18	9.09





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School of Business Studies & Entrepreneurship (11)

Total no. of Employer: 11		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The curriculum assists the students to acquire necessary entry level skills in industrial sector.	No. of Academicians	5	2	2	1	1
	Percentage	45.45	18.18	18.18	9.09	9.09
The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	No. of Academicians	3	3	3	1	1
	Percentage	27.27	27.27	27.27	9.09	9.09
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	No. of Academicians	6	2	1	1	1
	Percentage	54.55	18.18	9.09	9.09	9.09
The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability	No. of Academicians	4	3	2	1	1
	Percentage	36.36	27.27	18.18	9.09	9.09
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Academicians	5	3	1	1	1
	Percentage	45.45	27.27	9.09	9.09	9.09
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Academicians	4	2	2	2	1
	Percentage	36.36	18.18	18.18	18.18	9.09
The curriculum has focus on personality development by	No. of Academicians	3	3	2	2	1



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presence of courses on human values and professional ethics	Percentage	27.27	27.27	18.18	18.18	9.09
The curriculum is well organized and balanced for the programme with proper credit allocation.	No. of Academicians	5	2	2	1	1
	Percentage	45.45	18.18	18.18	9.09	9.09
The courses have adequate balance between theory and application for student's holistic development	No. of Academicians	4	2	2	2	1
	Percentage	36.36	18.18	18.18	18.18	9.09



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Analysis of Feedback:

Based on the employer feedback, the curriculum demonstrates strong alignment with industry expectations, particularly in preparing students with necessary entry-level skills (81.81%) and supporting lifelong learning through exposure to modern tools and technology (81.81%). It also effectively encourages multidisciplinary learning and offers a wide array of electives (81.82%). Employers find the curriculum highly supportive in developing teamwork, adaptability, and independent working abilities (81.81%), as well as fostering entrepreneurial skills and industry readiness (81.81%). Furthermore, the curriculum is viewed as well-organized with balanced credit allocation (81.81%). However, slightly lower ratings were given to areas related to employability and promotion of higher education (72.72%), integration of personality development and ethics (72.72%), and the balance between theoretical and practical components (72.72%), indicating potential areas for enhancement. Overall, the curriculum is positively received, with most aspects scoring above 80%, reflecting its general effectiveness in equipping students for professional success.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1.	Enhance Employability Support and Higher Education Promotion	Integrate career counseling, internships, and workshops to support employability. Provide clearer pathways for pursuing higher education (e.g., partnerships with universities for advanced studies).	Improved employability rates, better alignment with industry needs, and increased student interest in higher education options.
2.	Increase Focus on Personality Development and Ethics	Introduce dedicated modules or workshops on communication skills, emotional intelligence, leadership, and professional ethics as part of the core curriculum.	Enhanced student self-awareness, better interpersonal and leadership skills, and a strong ethical foundation for future business leaders.
3.	Strengthen the Balance Between Theory and Practical Components	Increase the number of case studies, business simulations, and real-world projects in the curriculum. Partner with companies for live projects and internships to provide practical exposure.	Better application of theoretical knowledge in real-world situations, leading to more industry-ready graduates.
4.	Promote Multidisciplinary Learning and Cross-functional Collaboration	Encourage more cross-departmental projects and electives that allow students to explore other fields (e.g., marketing students working on finance projects and vice versa).	Enhanced collaborative skills, broadening of knowledge base, and development of a holistic understanding of business operations.



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STUDENTS' FEEDBACK



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Students' Feedback Analysis

After systematically assessing and examining the students' suggestions, the university uses it as a foundation for making changes to the existing structure. The student feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Students:

Students feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Students

Sl.	Questions	Type				
		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
1	Whether the curriculum has depth of the subjects and clears the concept?	(04)	(03)	(02)	(01)	(0)
2	How do you rate the course outcomes and relevance to the course Content?	(04)	(03)	(02)	(01)	(0)
3	How do you rate the sequence of units in the Courses?	(04)	(03)	(02)	(01)	(0)
4	How do you rate the credits allotted to individual courses?	Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree



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		(04)	(03)	(02)	(01)	(0)
5	Does the curriculum focus on employability/career orientation?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
6	Does the curriculum focus on Skill Development/Entrepreneurship?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
7	Does the curriculum have satisfactory number of elective courses?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
8	Does the curriculum focus on life skill or help in value addition?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
9	Do the theory subjects are properly linked to the laboratories/provide real-life exposure?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
10	Does the curriculum provide multidisciplinary knowledge/information to a student?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
11	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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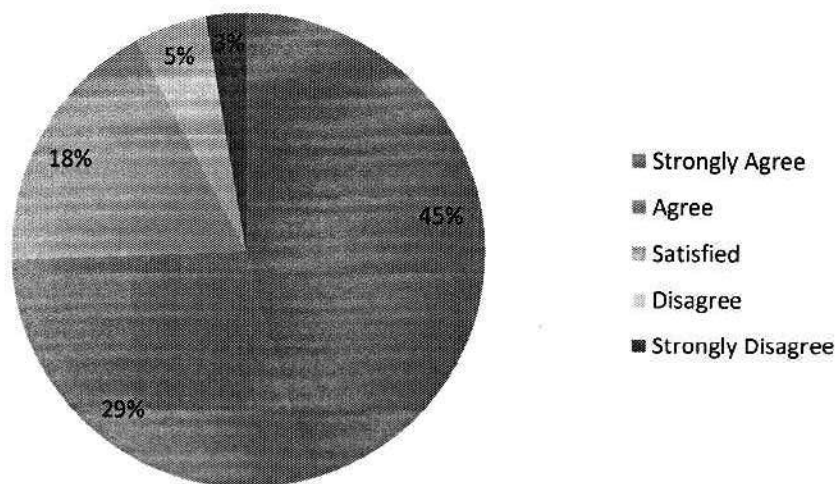
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Analysis of Students' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 Whether the curriculum has depth of the subjects and clears the concept?

Curriculum has Depth of the Subjects and Clears the Concept	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.55556	28.88889	17.77778	5	2.777778



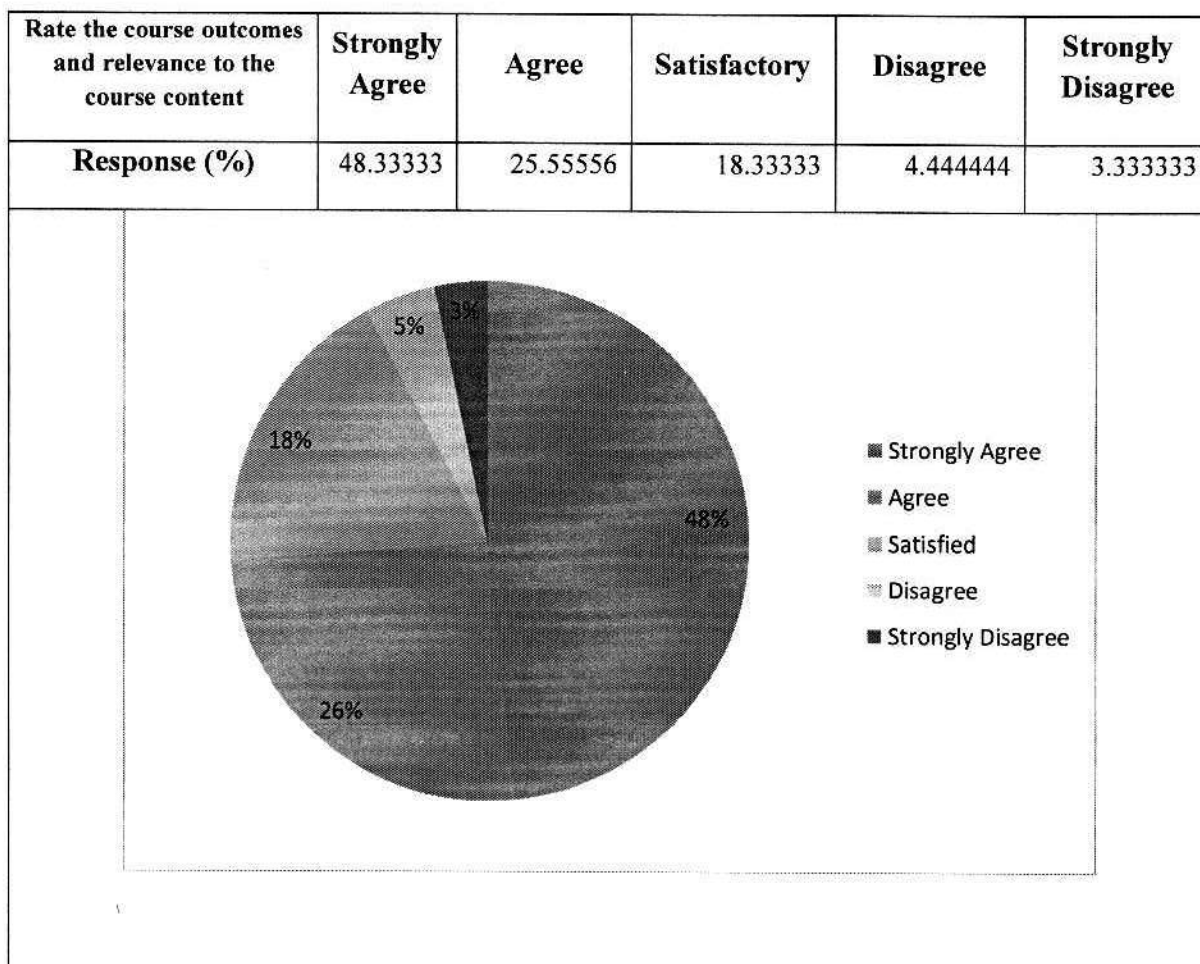


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Q.2. How do you rate the course outcomes and relevance to the course content?





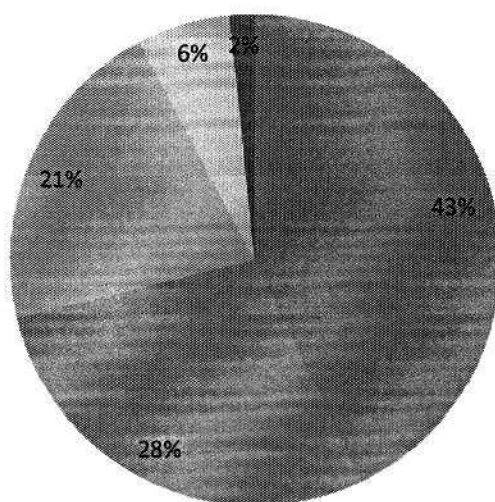
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Q.3.How do you rate the sequence of units in the courses?

Rate the sequence of units in the courses	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	42.77778	28.33333	21.11111	6.111111	1.666667



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



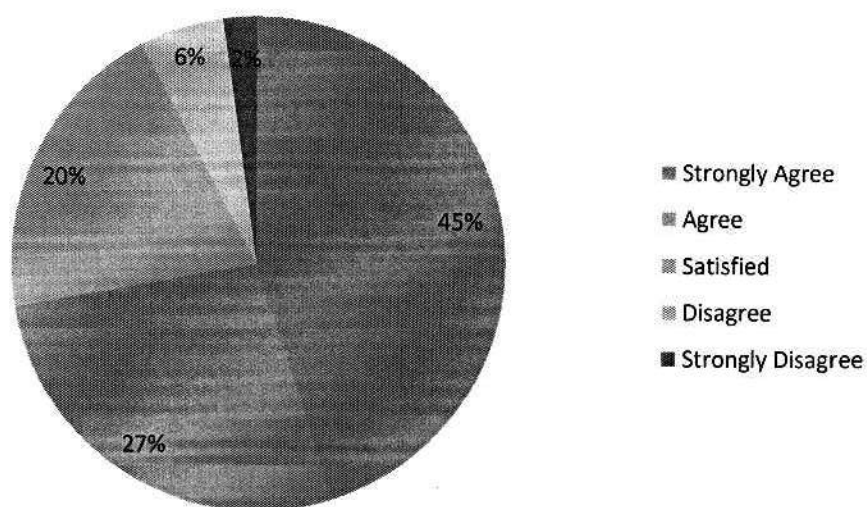
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Q.4. How do you rate the credits allotted to individual courses?

Rate the credits allotted to individual courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45	27.22222	20	5.555556	2.222222



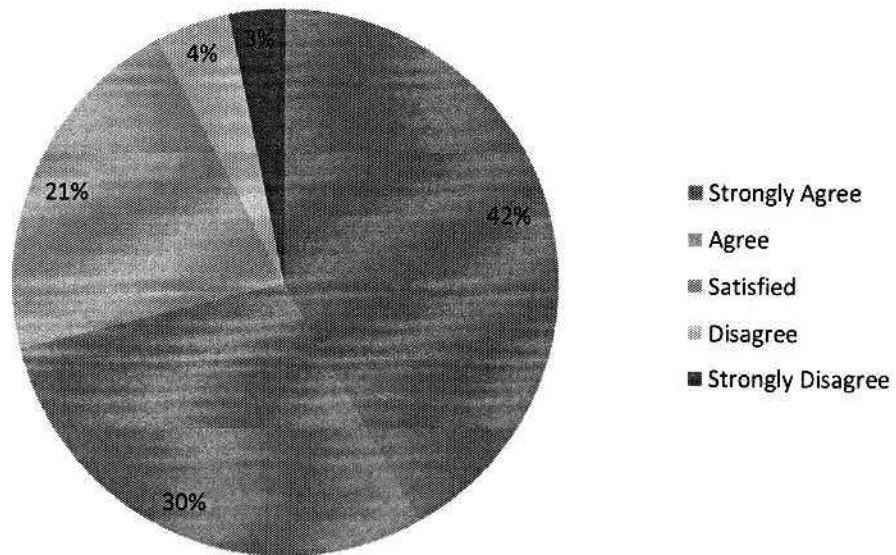


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Q.5.Does the curriculum focus on employability/career orientation?

Curriculum focus on employability/career orientation	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	41.66667	29.44444	21.11111	4.444444	3.333333





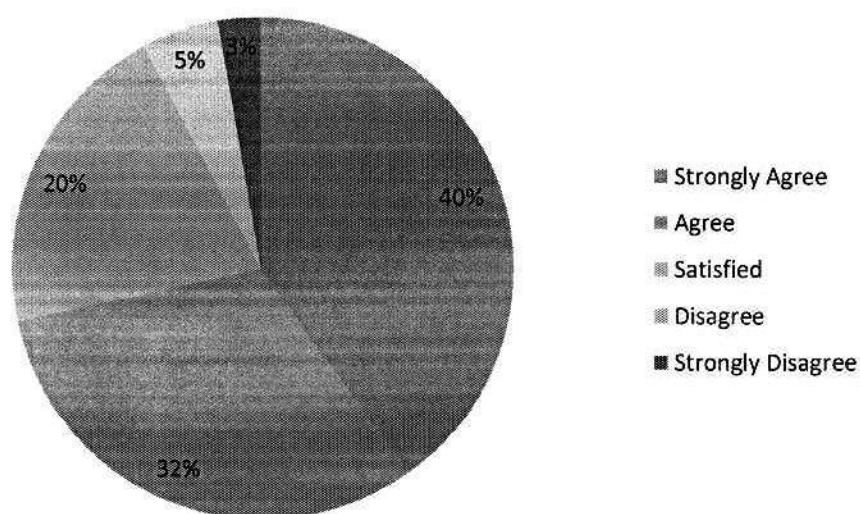
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Q.6. Does the curriculum focus on skill development/entrepreneurship?

Curriculum focus on skill development/entrepreneurship	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40	31.66667	20.55556	5	2.77778





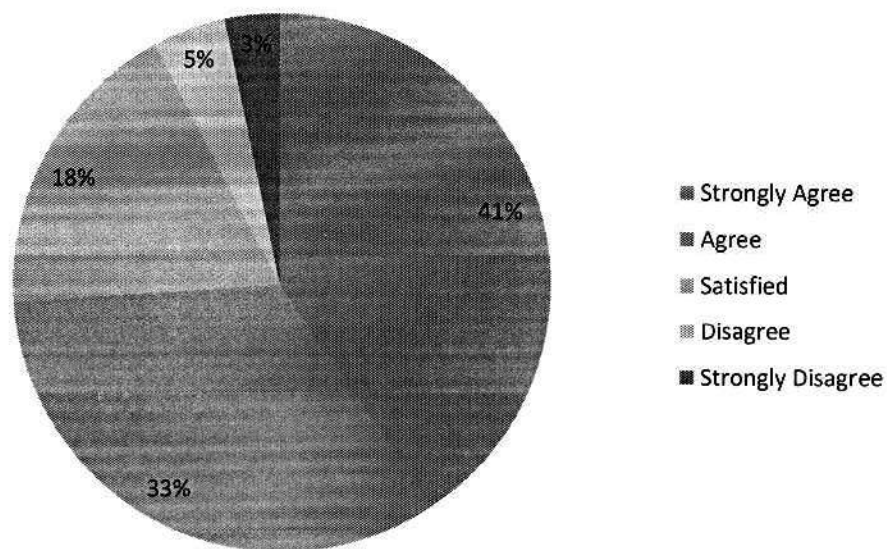
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Q.7. Does the curriculum have satisfactory number of elective courses?

Curriculum have satisfactory number of elective courses	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.55556	33.33333	18.33333	4.444444	3.333333





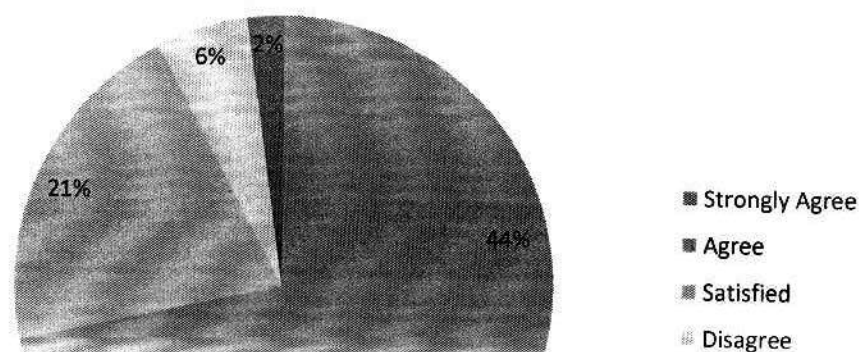
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Q.8. Does the curriculum focus on life skill or help in value addition?

Curriculum focus on life skill or help in value addition.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	44.44444	27.22222	20.55556	5.55556	2.22222





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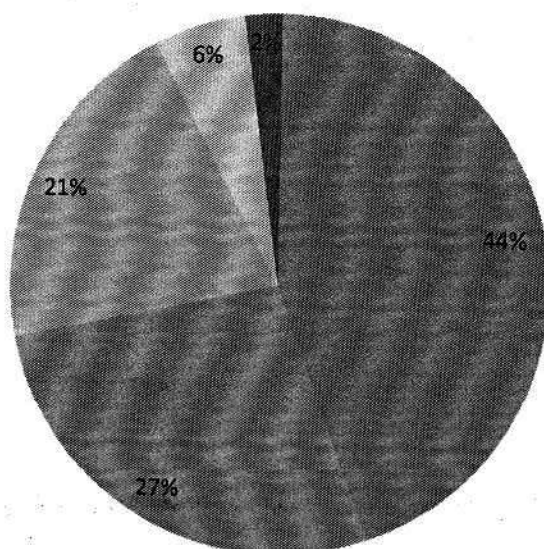
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Q.8. Does the curriculum focus on life skill or help in value addition?

Curriculum focus on life skill or help in value addition.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	44.44444	27.22222	20.55556	5.55556	2.22222



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



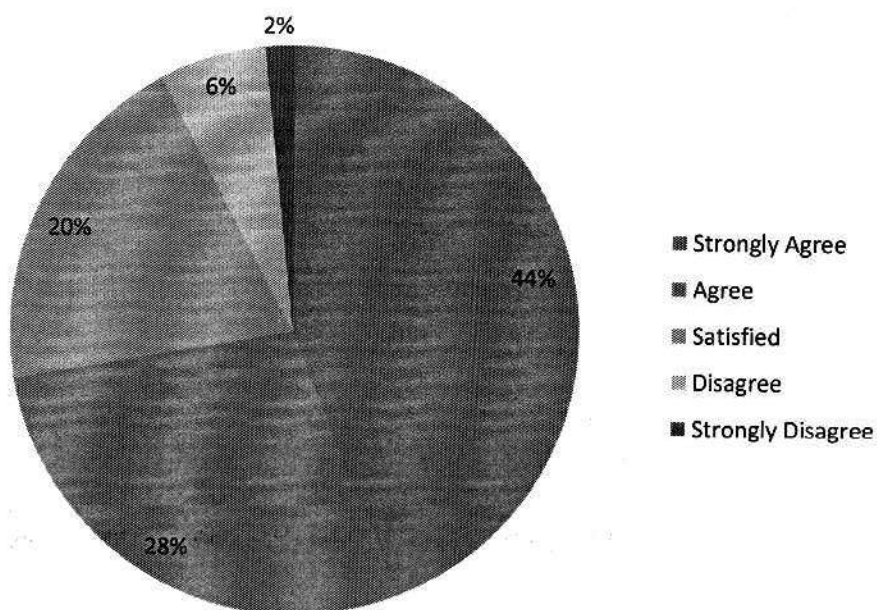
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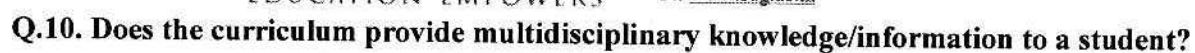
Q.9. Do the theory subjects are properly linked to the laboratories/provide real-life exposure?

Theory subjects are properly linked to the laboratories/provide real-life exposure.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	43.88889	28.33333	20	6.111111	1.666667





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School of Business Studies and Entrepreneurship (180)

Question	Details	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Whether the curriculum has depth of the subjects and clears the concept?	No of Students	82	52	32	9	5
	Percentage	45.55555556	28.88888889	17.77777778	5	2.77777778
How do you rate the course outcomes and relevance to the course content?	No of Students	87	46	33	8	6
	Percentage	48.33333333	25.55555556	18.33333333	4.44444444	3.33333333
How do you rate the sequence of units in the courses?	No of Students	77	51	38	11	3
	Percentage	42.77777778	28.33333333	21.11111111	6.11111111	1.66666667
How do you rate the credits allotted to individual courses?	No of Students	81	49	36	10	4
	Percentage	45	27.22222222	20	5.55555556	2.22222222
Does the curriculum focus on employability/career orientation?	No of Students	75	53	38	8	6
	Percentage	41.66666667	29.44444444	21.11111111	4.44444444	3.33333333
Does the curriculum focus on skill development/entrepreneurship?	No of Students	72	57	37	9	5
	Percentage	40	31.66666667	20.55555556	5	2.77777778
Does the curriculum have satisfactory number of elective courses?	No of Students	73	60	33	8	6
	Percentage	40.55555556	33.33333333	18.33333333	4.44444444	3.33333333
Does the curriculum focus on life skill or help in value addition?	No of Students	80	49	37	10	4
	Percentage	44.44444444	27.22222222	20.55555556	5.55555556	2.22222222
Do the theory subjects are properly linked to the laboratories/provide real-life exposure?	No of Students	79	51	36	11	3
	Percentage	43.88888889	28.33333333	20	6.11111111	1.66666667
Does the curriculum provide multidisciplinary knowledge/information to a student?	No of Students	77	55	34	10	4
	Percentage	42.77777778	30.55555556	18.88888889	5.55555556	2.22222222



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Analysis of Feedback:

Based on student feedback from the School of Business Studies and Entrepreneurship, the curriculum has been positively received across various parameters. A majority of students (45.56%) strongly agree that the curriculum offers subject depth and conceptual clarity, while 48.33% strongly agree that course outcomes are relevant to the content. The sequence of units and credit allocation are also rated well, with 42.78% and 45% strongly agreeing, respectively. Regarding employability and career orientation, 41.67% strongly agree that the curriculum supports these goals. In terms of skill development and entrepreneurship, 40% strongly agree that the curriculum is effective. The availability of elective courses is seen as satisfactory by 40.56% of students. Furthermore, 44.44% strongly agree that the curriculum contributes to life skills and value addition. Real-life exposure through theoretical subjects is acknowledged by 43.89%, and 42.78% believe the curriculum provides multidisciplinary knowledge. Overall, the feedback highlights a strong alignment of the curriculum with academic, professional, and personal development needs.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1.	Enhance focus on skill development and entrepreneurship.	Integrated more practical modules, workshops, and guest lectures from industry experts.	Improved student engagement and readiness for entrepreneurial ventures.
2.	Increase the number and variety of elective courses.	New electives introduced based on student interest and market trends.	Higher student satisfaction with course flexibility and relevance.
3.	Strengthen the link between theory and real-life application.	Case studies, simulations, and industry visits were included in the curriculum.	Enhanced practical understanding and better industry preparedness.
4.	Improve multidisciplinary exposure within the curriculum.	Introduced cross-disciplinary electives and joint sessions with other departments.	Broader learning perspective and improved ability to tackle complex problems.



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PEER ACADEMICIAN'S FEEDBACK



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Peer Academician's Feedback Analysis

After systematically assessing and examining the Peer Academician's suggestions, the university uses it as a foundation for making changes to the existing structure. The Peer Academician's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Peer Academician:

Alumni feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Peer Academician

Sl.	Questions	Type				
1	The syllabus of the courses are proper in relation to the competencies expected out of the programme.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The sequence and overall organization of the courses is proper in the curriculum.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	Extra care has been taken for extra learning or self-learning while designing the courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
7	The curriculum has focus on personality development by	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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	presence of courses on human values and professional ethics					
8	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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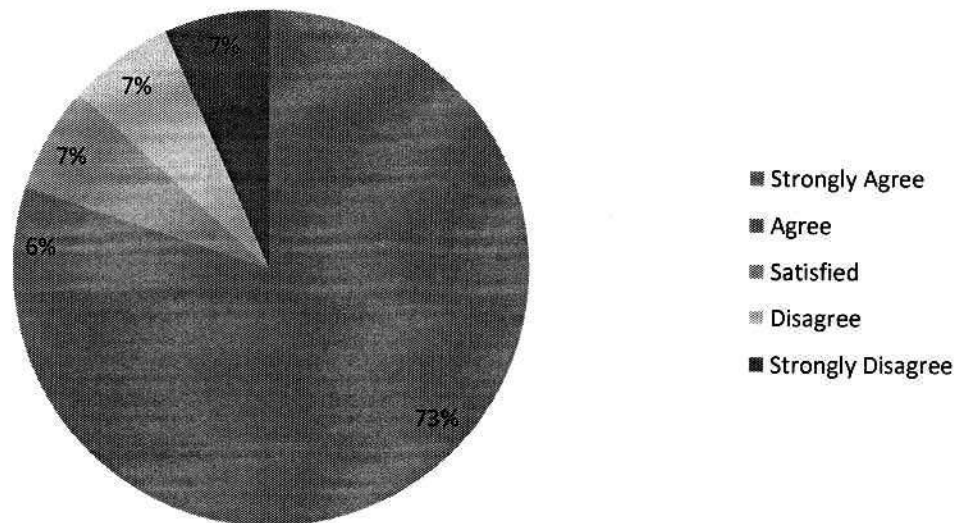
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Analysis of Peer Academician's Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The syllabus of the courses are proper in relation to the competencies expected out of the programme.

The syllabus of the courses are proper in relation to the competencies expected out of the programme.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66





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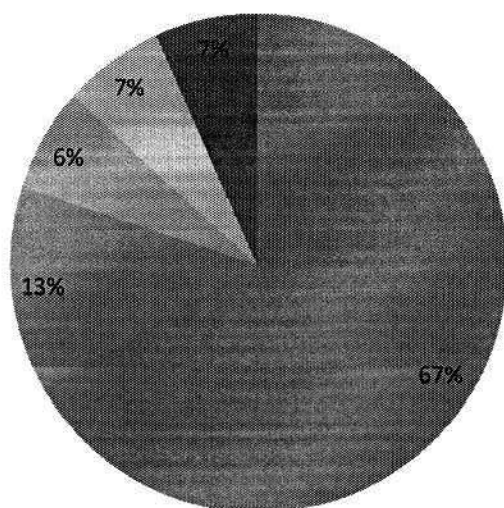
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Q.2 The sequence and overall organization of the courses is proper in the curriculum.

The sequence and overall organization of the courses is proper in the curriculum.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	13.33	6.66	6.66	6.66



■ Strongly Agree
■ Agree
■ Satisfied
■ Disagree
■ Strongly Disagree



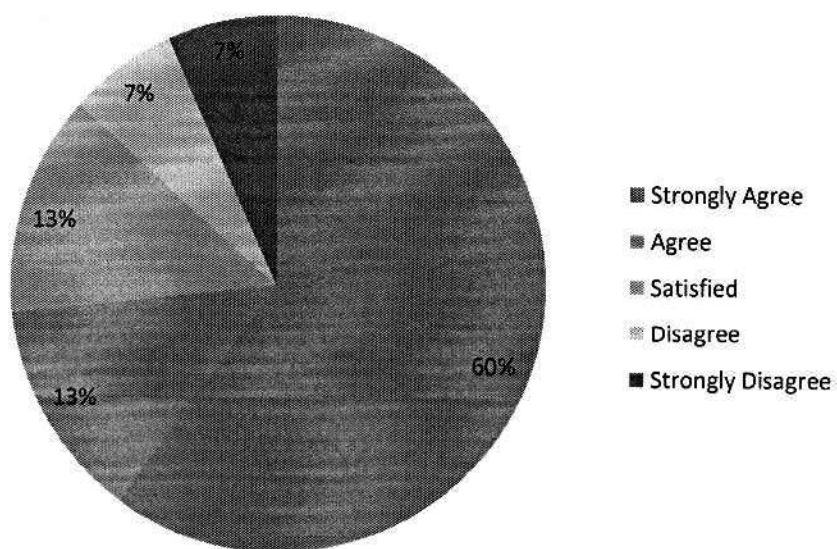
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	60.00	13.33	13.33	6.66	6.66





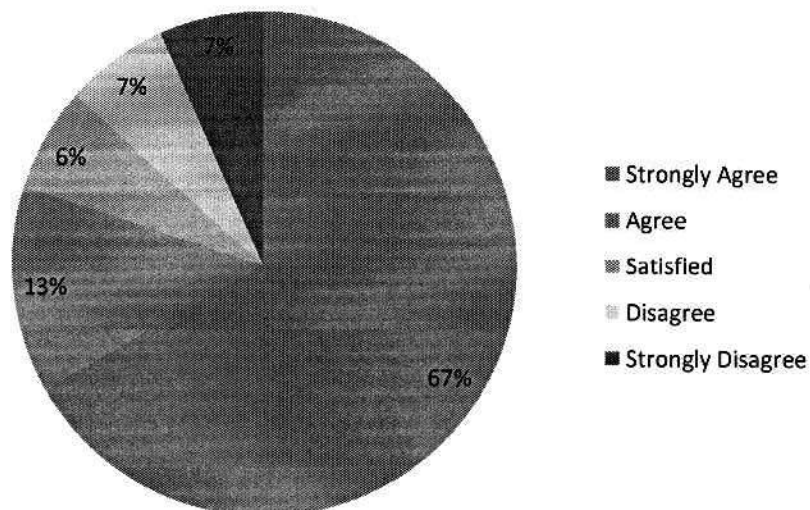
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Q.4 Extra care has been taken for extra learning or self-learning while designing the courses.

Extra care has been taken for extra learning or self-learning while designing the courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	13.33	6.66	6.66	6.66





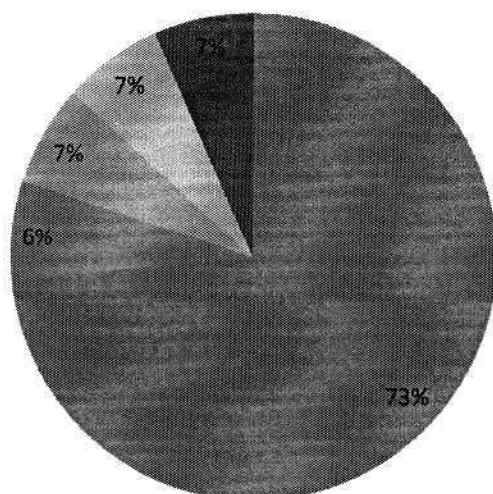
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66



■ Strongly Agree
 ■ Agree
 ■ Satisfied
 ■ Disagree
 ■ Strongly Disagree



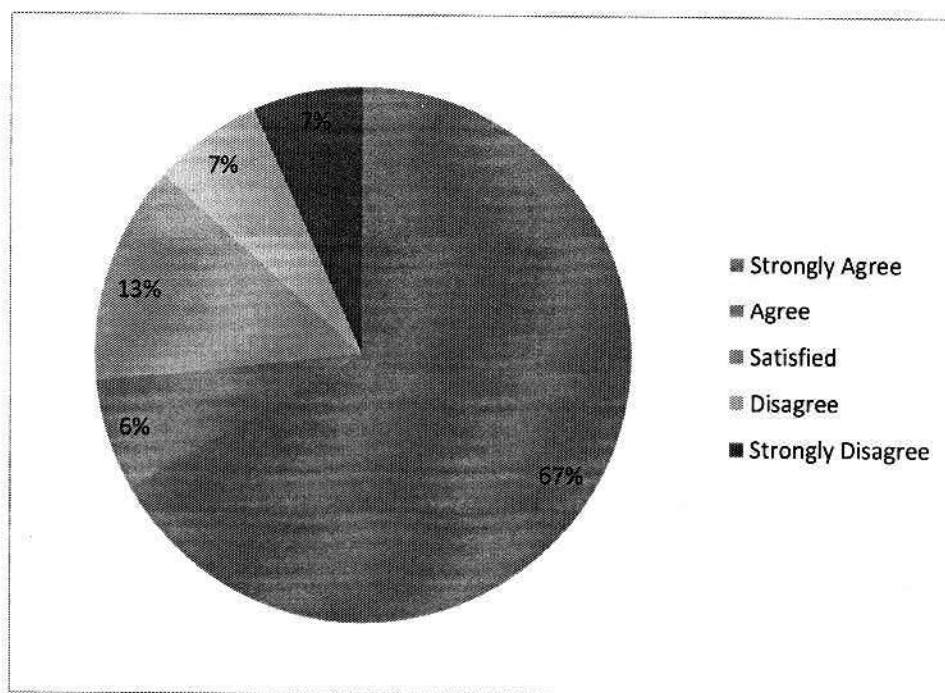
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	6.66	13.33	6.66	6.66





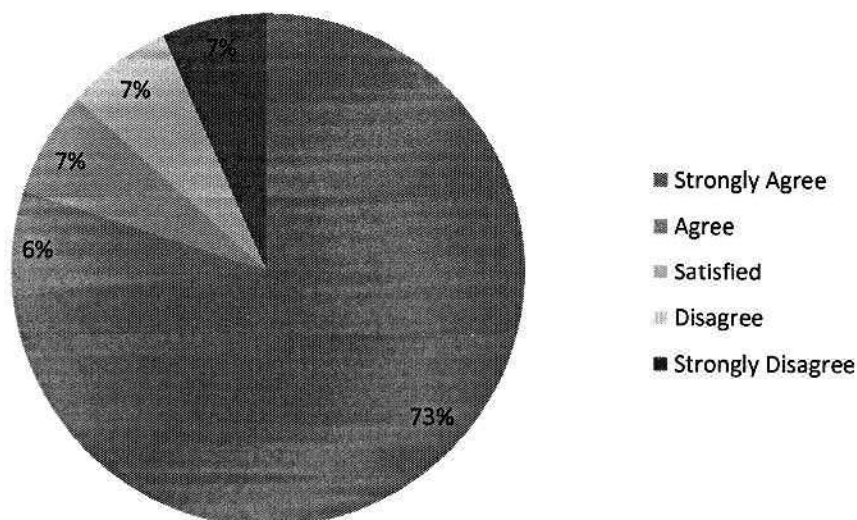
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Q.7 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66





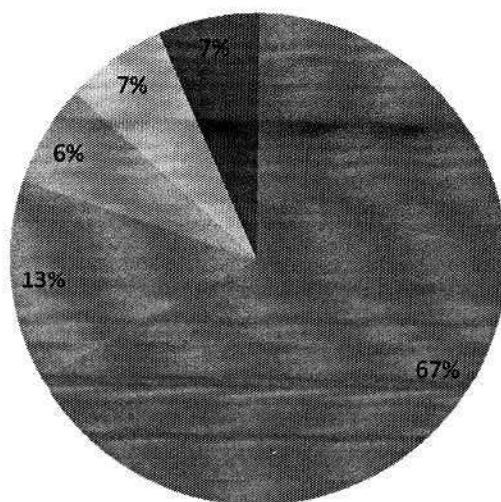
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Q.8 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	13.33	6.66	6.66	6.66



■ Strongly Agree
■ Agree
■ Satisfied
■ Disagree
■ Strongly Disagree



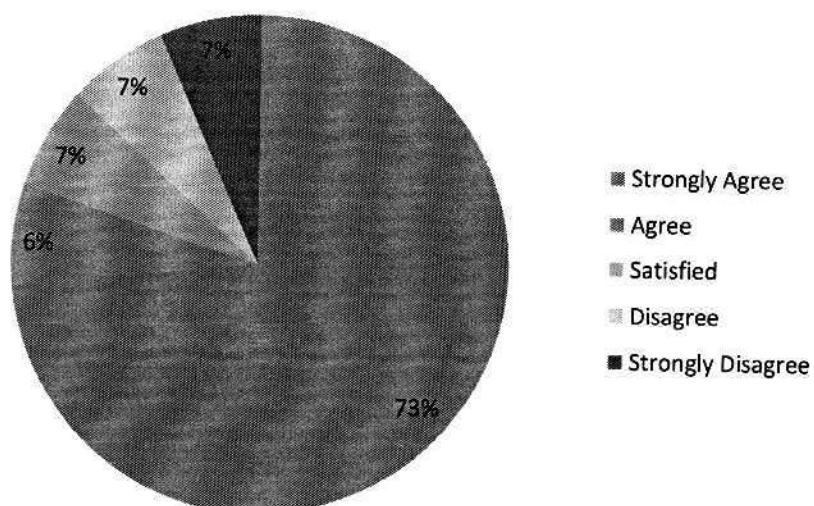
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Q.9 The courses have adequate balance between theory and application for a student's holistic development.

The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66





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School of Business & Entrepreneurship(15)

Total no. of Peer Academicians: 15		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The syllabus of the courses are proper in relation to the competencies expected out of the programme.	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66
The sequence and overall organization of the courses is proper in the curriculum	No. of Academicians	10.00	2.00	1.00	1.00	1.00
	Percentage	66.00	13.33	6.66	6.66	6.66
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses	No. of Academicians	9.00	2.00	2.00	1.00	1.00
	Percentage	60.00	13.33	13.33	6.66	6.66
Extra care has been taken for extra learning or self-learning while designing the courses.	No. of Academicians	10.00	2.00	1.00	1.00	1.00
	Percentage	66.00	13.33	6.66	6.66	6.66
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Academicians	10.00	1.00	2.00	1.00	1.00
	Percentage	66.00	6.66	13.33	6.66	6.66
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66
The curriculum is well	No. of	10.00	2.00	1.00	1.00	1.00



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organized and balanced for the programme with proper credit allocation.	Academicians					
	Percentage	66.00	13.33	6.66	6.66	6.66
The courses have adequate balance between theory and application for a student's holistic development.	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66

The peer feedback on the curriculum demonstrates a consistent and generally positive perception, with all evaluated parameters falling within a close range of approximately 85.99% to 86.66%. This consistency reflects a well-structured and thoughtfully designed curriculum that meets the intended program competencies. The syllabus, course sequencing, and provision for multidisciplinary knowledge and electives are seen as appropriate and relevant. Similarly, aspects such as entrepreneurial skill development, employability support, and self-learning opportunities are rated favorably, suggesting the curriculum supports both academic and professional growth. The inclusion of human values and ethics, as well as a balanced integration of theory and application, further highlights the curriculum's holistic approach. While no area stands out as significantly lacking, the uniformity in scores may also indicate an opportunity to further innovate or enrich certain elements to enhance distinctiveness and impact.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1	Enhance entrepreneurial skill development	Launched a series of entrepreneurial boot camps, partnered with industry mentors, and introduced innovation labs for students	Increased student engagement in entrepreneurial projects and startup ventures
2	Increase multidisciplinary learning opportunities	Expanded elective offerings in areas like digital marketing, international business, and business analytics	Broader scope of knowledge for students, enhancing their versatility in the global business landscape
3	Strengthen employability support and industry readiness	Organized job placement drives, skill development workshops, and live industry projects with top firms	Improved student job placements and preparedness for industry roles
4	Further integrate human values and ethics into the curriculum	Introduced new courses and workshops on ethical business practices, corporate social responsibility, and leadership	Positive feedback from students on enhanced understanding of ethical considerations in business practice



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 17/06/2020

NOTICE

Subject: Meeting of the Board of Studies

All members of the Board of Studies are hereby informed that a meeting will be held as per the following details:

Date: 26.06.2020

Time: 10 am


Venue: <https://meet.google.com/zig-zdom-oer> (Online Meeting Link)

Agenda:

1. Approval of the Minutes of the 14th BOS Meeting held on 20 Dec.2019
2. Approval of the Scheme & Syllabus of MBA 1st, 2nd, 3rd & 4th Sem. & implemented w.e.f. the academic session 2022-21.
3. Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA& MBA for session **July to Dec. 2020**.
4. Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **Jan. to June 2020**.
5. Discussion on the Value Added courses offered for students and ratification of the same.
6. Any other matter with the permission of the Chair

All members are requested to make it convenient to attend the meeting and come prepared with relevant documents and suggestions.

Issued by:


Dr. Abhimanyu Upadhaya
Chairperson, Board of Studies

SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 17/06/2020

To

Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 26.06.2020

Time: 10 am


Mode: : <https://meet.google.com/zig-zdom-oer> (Online Mode Link)

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs. We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,


Chairman (BOS)



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 17/06/2020

To

Dr. Nishant Pandey
Assoc. Prof
School of Business Studies, Amity University NOIDA

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 20.12.2019

Time: 10 am

Mode: <https://meet.google.com/zig-zdom-oer> (Online Mode)


The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,


Chairman (BOS)



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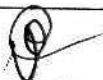

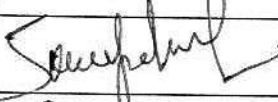
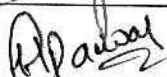
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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 17/06/2020

Attendance Sheet (15th BOS Meeting)

Sr. No	Name	External/Internal Member	Signature
1	Prof.(Dr.) Vikas Tripathi	External Member	
2	Dr. Nishant Pandey	External Member	
3	Mr. Somprabh Dubey	Internal Member	
4	Mr. Harsh Panwar	Internal Member	


Chairman



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School of Business Studies & Entrepreneurship

Date: 20.12.2019

Minutes of the Meeting of Board of Studies

14th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 20th Dec. 2019 (at 10:00 am onwards) online through Google meet. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. Dr. Nishant Pandey
Associate Professor
School of Business Studies, Amity University NOIDA | External Expert |
| 4. Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 14.1: Approval of the Minutes of the 13th BOS Meeting held on 25 June 2019
Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}

- The BOS chairman presented the analysis report of stakeholders' feedback on curriculum. The BOS members noted the same and advised to incorporate the suggestions as per the feasibility. The Action Taken Report is enclosed herewith. {Annexure-2}

Item BOS 14.4: Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **Jan. to June 2020**. The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-3}

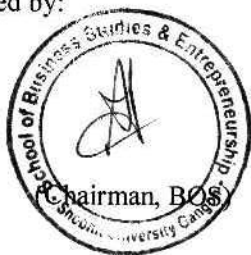
Item BOS 14.5: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:



(Dean Academics)

(Vice Chancellor)



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School of Business Studies & Entrepreneurship

Date: 26.06.2020

Minutes of the Meeting of Board of Studies

15th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 26th June 2020 (at 10:00 am onwards) online through Google meet. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. Dr. Nishant Pandey
Associate Professor
School of Business Studies, Amity University NOIDA | External Expert |
| 4. Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 15.1: Approval of the Minutes of the 14th BOS Meeting held on 20 Dec. 2019

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 15.2: Approval of the Scheme & Syllabus of MBA 1st , 2nd ,3rd & 4th Sem. & implemented w.e.f. the academic session 2022-21. {Annexure-2}

- **BOS members approved revised scheme and syllabus of MBA.**

Item BOS 15.3: Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA & MBA for session **July to Dec. 2020** . The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-3}

Item BOS 15.4: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

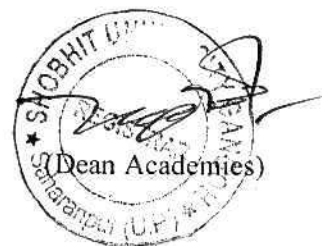
The meeting ended with a vote of thanks to the Chairman, Board of Studies.

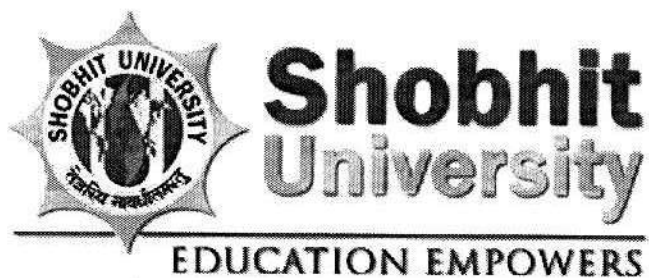
The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:




(Vice Chancellor)





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ShobhitUniversity, Gangoh

(Established by UP Shobhit University Act No. 3, 2012)

School of Business Studies & Entrepreneurship

Ordinances, Regulations & Syllabus

For

**Masters of Business Administration (MBA)Two Year
Programme Annual Pattern**

(w.e.f. session 2020-21)

Approved and adopted in the year 2019(Board of Studies; Dec. 20,2019) by 14th Academic Council (Agenda No.-2.2)

Programme Educational Objectives (PEOs)

PEO1 Cultivate effective leadership skills to inspire and manage teams in diverse business settings.

PEO2 Enhance critical thinking and strategic decision-making abilities.

PEO3 Foster an understanding of ethical practices and social responsibility in business.

PEO 4 Develop a global mindset to navigate international business challenges.

PEO 5 Encourage entrepreneurial thinking and innovation in business practices.

PEO6 Build strong financial management and analytical skills.

PEO 7 Enhance verbal and written communication skills for diverse audiences.

PEO 8 Promote teamwork and collaborative problem-solving skills.

PEO9 Integrate data analytics into business decision-making processes.

PEO10 Instill a commitment to continuous personal and professional development.

Programme Specific Objectives (PSO's)

PSO1 Equip students with a comprehensive understanding of core concepts, theories, and practices relevant to the field of study.

PSO2 Foster practical skills and competencies that enable students to apply theoretical knowledge in real-world scenarios, including problem-solving and critical thinking.

PSO3 Encourage students to engage in research activities, promoting innovative thinking and the ability to analyze and synthesize information

PSO4 Instill a sense of ethical responsibility and awareness of social issues related to the discipline, preparing students to contribute positively to society.

PSO5 Enhance students' ability to communicate effectively, both orally and in writing, in professional settings.



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Programme Outcome Objectives(POO's)

POO1 Graduates will demonstrate the ability to lead with integrity, inclusivity, and strategic vision.

POO2 Students will be able to analyze complex business scenarios and formulate actionable strategies.

POO3 Graduates will evaluate business decisions through the lens of ethical considerations and societal impact.

POO4 Students will effectively analyze and respond to global market trends and cultural differences.

POO5 Graduates will create and evaluate new business ventures and innovative solutions.

POO6 Students will be proficient in financial analysis, budgeting, and investment strategies.

POO7 Graduates will be effective communicators, able to convey complex ideas clearly and persuasively.

POO8 Students will demonstrate the ability to work effectively in teams, leveraging diverse perspectives to achieve common goals.

POO9 Graduates will utilize data analysis tools to drive business performance and strategy.

POO 10 Students will actively seek out opportunities for learning and growth throughout their careers.



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Course Structure

Ordinance and Regulations



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MBA Ist Semester Syllabus

Core Course (CC-1)

Stress Management (MBA -107A)

CO: COURSE OBJECTIVES

CO-1 Recognize the physiological and psychological aspects of stress, including its causes and effects on health.

CO-2 Identify personal stress triggers and assess individual stress levels through self-reflection and assessment tools.

CO-3 Learn and practice various stress management techniques, such as mindfulness, relaxation exercises, and cognitive restructuring.

CO-4 Develop effective time management strategies to reduce feelings of overwhelm and improve productivity.

CO-5 Enhance emotional awareness and develop skills to manage emotions in stressful situations.

Course Contents

Unit 1: Understanding Stress

- **Definition of Stress:** Explore what stress is and its different types (acute, chronic, eustress, and distress).
- **Physiological and Psychological Effects:** Understand how stress affects the body and mind.
- **Sources of Stress:** Identify common stressors in personal and professional life.

Unit 2: Stress Assessment and Awareness

- **Self-Assessment Tools:** Introduce tools and techniques to evaluate personal stress levels.
- **Stress Awareness Techniques:** Teach mindfulness and self-reflection practices.
- **Recognizing Triggers:** Help students identify their specific stress triggers.

Unit 3: Coping Strategies



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- **Cognitive Behavioral Techniques:** Explore reframing thoughts and cognitive restructuring.
- **Time Management Skills:** Discuss prioritization and organization techniques.
- **Problem-Solving Skills:** Develop effective strategies to tackle stress-inducing problems.

Unit 4: Relaxation and Resilience Techniques

- **Relaxation Techniques:** Practice deep breathing, progressive muscle relaxation, and meditation.
- **Physical Activity:** Explore the role of exercise in stress reduction.
- **Building Resilience:** Discuss the importance of social support, positive thinking, and adaptability.

Unit 5: Implementing a Stress Management Plan

- **Creating a Personal Stress Management Plan:** Guide students in developing their individualized strategies.
- **Long-Term Stress Management:** Discuss lifestyle changes for ongoing stress reduction.
- **Evaluation and Adjustment:** Teach how to monitor and adjust the plan as needed.

Suggested Readings:

- McGonigal, K. (2015). *The Upside of Stress*
- Siegel, D. J. (2010). *The Mindful Therapist*
- JonKabat-Zinn (1990). *Wherever You Go, There You Are*
- Goleman, D. (1995). *Emotional Intelligence*



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Introduction to Psychology (MBA -107 B)

CO: COURSE OBJECTIVES

CO-1 Familiarize students with key psychological principles, including behavior, cognition, emotion, and development.

CO-2 Introduce major psychological theories and perspectives, such as cognitive, behavioral, psychodynamic, and humanistic approaches.

CO-3 Encourage students to apply psychological concepts to real-world situations, enhancing their critical thinking and analytical skills.

CO-4 Develop students' ability to evaluate psychological research and differentiate between scientific evidence and pseudoscience.

CourseContents

Unit 1: Foundations of Psychology

- History of Psychology, Major Perspectives (Behaviorism, Cognitive, Humanistic, Biological), Research Methods

Unit 2: Biological Psychology

- Neurons and Neurotransmission, Brain Structures and Functions, The Endocrine System, Genetics and Behavior

Unit 3: Developmental Psychology

- Lifespan Development, Theories of Development (Piaget, Erikson), Attachment, Language Development

Unit 4: Social Psychology

- Social Perception, Attitudes, Group Dynamics, Prejudice and Discrimination, Social Influence



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Unit 5: Psychological Disorders and Treatment

- Classification of Disorders, Anxiety Disorders, Mood Disorders, Treatment Approaches (Therapy, Medication)

Suggested Readings:

- "Biopsychology" by John P.J. Pinel
- "Psychology" by David G. Myers
- "Abnormal Psychology" by Ronald J. Comer



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Art of Happiness (MBA -107 C)

CO: COURSE OBJECTIVES

CO-1 Explore the definition and components of happiness, including psychological, emotional, and social aspects.

CO-2 Develop greater self-awareness through introspection and reflection, helping participants identify personal values and sources of joy.

CO-3 Introduce principles of positive psychology, emphasizing strengths, gratitude, and resilience.

CO-4 Foster skills for developing and maintaining healthy relationships, emphasizing empathy, communication, and connection.

CO-5 Promote a lifelong commitment to personal development and growth in pursuit of a fulfilling and happy life.

CourseContents

Unit 1: Understanding Happiness

- Definitions of happiness
- Philosophical perspectives on happiness
- Psychological foundations

Unit 2: The Science of Happiness

- Positive psychology
- The role of emotions and well-being
- Neuroscience of happiness

Unit 3: Mindfulness and Self-Awareness

- Mindfulness practices
- The impact of self-awareness on happiness
- Meditation and its benefits

Unit 4: Relationships and Community



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- The role of social connections in happiness
- Empathy and compassion
- Building and maintaining healthy relationships

Unit 5: Living a Meaningful Life

- Finding purpose and meaning
- The relationship between happiness and achievement
- Cultivating gratitude and resilience

Suggested Readings:

"Flourish: A Visionary New Understanding of Happiness and Well-Being" by Martin Seligman

"The Happiness Hypothesis" by Jonathan Haidt

"The Art of Happiness" by the Dalai Lama and Howard Cutler



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Fundamental of Computer (MBA -108 A)

CO: COURSE OBJECTIVES

CO-1 Explain the fundamental concepts of computer systems, including hardware, software, and their interactions.

CO-2 Describe the functions of operating systems and how they manage hardware resources.

CO-3 Understand how data is represented in a computer, including binary systems, data types, and file formats.

CO-4 Identify and utilize common software applications, including word processors, spreadsheets, and presentation tools.

CO-5 Introduce basic networking concepts, including the internet, IP addresses, and data communication.

Course Contents

Unit 1: Introduction to Computers

- **Definition and Components of a Computer**
 - Hardware vs. Software
 - Basic Computer Architecture
- **Types of Computers**
 - Personal Computers, Servers, Supercomputers, Embedded Systems
- **Computer Systems and Applications**
 - Operating Systems Overview
 - Common Software Applications (Word Processing, Spreadsheets, etc.)

Unit 2: Data Representation and Storage

- **Binary Number System**
 - Conversion between Decimal and Binary
 - Data Representation (Bits and Bytes)
- **Character Encoding**
 - ASCII and Unicode



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- **Storage Devices**
 - Primary vs. Secondary Storage (HDD, SSD, USB, Cloud Storage)
- **Data Management Basics**
 - Introduction to Databases

Unit 3: Networking and the Internet

- **Basic Networking Concepts**
 - Types of Networks (LAN, WAN, MAN)
 - Network Topologies
- **Internet Fundamentals**
 - How the Internet Works (IP, DNS, HTTP)
 - Web Browsers and Search Engines
- **Cybersecurity Basics**
 - Common Threats (Viruses, Phishing)
 - Basic Protection Measures (Firewalls, Antivirus)

Unit 4: Programming Fundamentals

- **Introduction to Programming Concepts**
 - Algorithms and Flowcharts
 - Basic Syntax and Semantics
- **Overview of Programming Languages**
 - High-level vs. Low-level Languages
 - Introduction to Popular Languages (Python, Java, C++)
- **Basic Programming Constructs**
 - Variables, Data Types, Operators
 - Control Structures (Conditional Statements, Loops)

Unit 5: Emerging Technologies and Trends

- **Overview of Current Trends in Computing**
 - Cloud Computing
 - Artificial Intelligence and Machine Learning
 - Internet of Things (IoT)
- **Ethics in Computing**
 - Data Privacy Issues
 - Digital Citizenship and Responsibility
- **Future Directions in Computer Technology**
 - Quantum Computing
 - Virtual and Augmented Reality



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SUGGESTED READINGS

- "Computer Science: An Overview" by J. Glenn Brookshear and Dennis Brylow
- "Introduction to Computers" by Peter Norton
- "Computers Are Your Future" by Catherine LaBerta



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Data Analysis (MBA -108 B)

CO: COURSE OBJECTIVES

CO-1 Learn about different types of data (qualitative vs. quantitative) and data structures (e.g., tables, arrays).

CO-2 Gain skills in preprocessing data, handling missing values, and ensuring data quality.

CO-3 Learn how to create effective visual representations of data using graphs, charts, and dashboards.

CO-4 Develop the ability to explore datasets to uncover patterns, trends, and insights.

CO-5 Get familiar with data analysis tools and software (e.g., Excel, R, Python, SQL) to manipulate and analyze data.

Course Contents

Unit 1: Introduction to Data Analysis

- **Overview of Data Analysis**
 - Definition and importance
 - Types of data: structured vs. unstructured
- **Data Collection Methods**
 - Primary vs. secondary data
 - Surveys, experiments, and observational studies
- **Data Ethics and Privacy**
 - Ethical considerations
 - Data protection regulations (e.g., GDPR)

Unit 2: Data Preparation and Cleaning

- **Data Exploration**
 - Descriptive statistics
 - Data visualization techniques
- **Data Cleaning Techniques**
 - Handling missing values
 - Removing duplicates and outliers
- **Data Transformation**
 - Normalization and standardization
 - Data encoding (categorical to numerical)



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Unit 3: Statistical Analysis

- **Fundamentals of Statistics**
 - Probability distributions (normal, binomial, etc.)
 - Hypothesis testing
- **Inferential Statistics**
 - Confidence intervals
 - t-tests and ANOVA
- **Correlation and Regression Analysis**
 - Pearson and Spearman correlation
 - Simple linear regression and multiple regression

Unit 4: Data Visualization

- **Principles of Data Visualization**
 - Importance of visualization in data analysis
 - Choosing the right chart types
- **Tools and Software for Visualization**
 - Introduction to tools (e.g., Tableau, Power BI, Matplotlib)
 - Creating dashboards and interactive visualizations
- **Best Practices in Visualization**
 - Avoiding misleading visuals
 - Design principles for effective communication

Unit 5: Advanced Data Analysis Techniques

- **Predictive Analytics**
 - Introduction to machine learning concepts
 - Supervised vs. unsupervised learning
- **Time Series Analysis**
 - Components of time series data
 - Forecasting techniques
- **Case Studies and Applications**
 - Real-world applications in business, healthcare, etc.
 - Group project: Conducting a complete data analysis project

Suggested Readings:

- "The Art of Data Science" by Roger D. Peng and Elizabeth Matsui
- "Practical Statistics for Data Scientists" by Peter Bruce and Andrew Bruce
- "Data Analysis for Social Science" by Daniel D. Harris



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Statistics, Computation & Application (MBA -108 C)

CO: COURSE OBJECTIVES

CO-1 Develop a foundational understanding of key statistical concepts, including descriptive statistics, inferential statistics, probability distributions, and hypothesis testing.

CO-2 Learn to create and interpret various statistical models, including linear regression, logistic regression, and ANOVA, and understand their applications.

CO-3 Apply statistical methods to real-world problems in fields such as social sciences, health, business, or engineering, and interpret the results in context.

CO-4 Develop critical thinking skills to evaluate statistical claims and methodologies in research articles and media.

CO-5 Enhance skills in effectively communicating statistical findings through reports, presentations, and visualizations.

Course Contents

Unit 1: Introduction to Statistics

- **Overview of Statistics**
 - Definition and importance
 - Types of statistics: Descriptive and Inferential
- **Data Types and Collection**
 - Types of data: qualitative vs. quantitative
 - Methods of data collection: surveys, experiments, observational studies
- **Descriptive Statistics**
 - Measures of central tendency: mean, median, mode
 - Measures of variability: range, variance, standard deviation
 - Data visualization: histograms, box plots, scatter plots

Unit 2: Probability Theory

- **Fundamentals of Probability**
 - Basic concepts: experiments, outcomes, events
 - Probability rules: addition and multiplication rules
- **Random Variables**



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- Discrete and continuous random variables
- Probability distributions: binomial, normal, Poisson
- **Expectation and Variance**
 - Calculating expected value and variance of random variables

Unit 3: Inferential Statistics

- **Sampling Distributions**
 - Central Limit Theorem
 - Types of sampling methods
- **Estimation**
 - Point estimates vs. interval estimates
 - Confidence intervals for means and proportions
- **Hypothesis Testing**
 - Null and alternative hypotheses
 - Type I and Type II errors
 - p-values and significance levels
 - Common tests: t-tests, chi-square tests, ANOVA

Unit 4: Statistical Modeling and Computation

- **Introduction to Statistical Modeling**
 - Linear regression: simple and multiple
 - Assumptions of regression analysis
- **Model Evaluation**
 - R-squared, adjusted R-squared, residual analysis
 - Cross-validation techniques
- **Introduction to Statistical Software**
 - Overview of tools (e.g., R, Python, SPSS)
 - Basic coding for data analysis and visualization

Unit 5: Applications of Statistics

- **Case Studies in Various Fields**
 - Healthcare: clinical trials and epidemiology
 - Business: market research and quality control
 - Social sciences: surveys and data analysis
- **Emerging Trends in Statistics**
 - Big data analytics
 - Machine learning basics and applications
 - Ethical considerations in statistical practice



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Suggested Readings:

- **"The Art of Statistics: Learning from Data" by David Spiegelhalter**
- **"Naked Statistics: Stripping the Dread from the Data" by Charles Wheelan**
- **"Computational Statistics" by Geof H. G. C. M. J. Schmid**
- **"Applied Multivariate Statistical Analysis" by Richard A. Johnson and Dean W. Wichern**



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Publication Ethics (MBA -205A)

CO: COURSE OBJECTIVES

CO-1 Familiarize students with the fundamental ethical principles and guidelines governing research and publication practices.

CO-2 Teach students to recognize forms of research misconduct, including plagiarism, data fabrication, and authorship disputes.

CO-3 Encourage practices that promote transparency in research methodologies, data sharing, and conflict of interest disclosures.

CO-4 Develop skills for critically analyzing published works to assess their ethical considerations and integrity.

CO-5 Explain the peer review process and the ethical responsibilities of reviewers, editors, and authors.

Course Contents

Unit 1: Introduction to Publication Ethics

- Definition and importance of publication ethics
- Overview of common ethical issues in publishing
- Role of academic integrity

Unit 2: Authorship and Contributor Responsibility

- Criteria for authorship
- Responsibilities of authors and co-authors
- Issues of ghostwriting and honorary authorship

Unit 3: Plagiarism and Research Misconduct

- Definition and types of plagiarism
- Consequences of research misconduct
- Strategies for preventing plagiarism



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Unit 4: Peer Review and Publication Process

- Importance of peer review in scholarly publishing
- Ethical considerations in the peer review process
- Handling conflicts of interest

Unit 5: Transparency, Open Access, and Data Sharing

- Ethical implications of open access publishing
- Importance of transparency in research and data sharing
- Best practices for sharing research data

Suggested Readings:

- "Publication Ethics: A Guide for Authors" - COPE (Committee on Publication Ethics)
- "Ethics in Research and Publication" by O'Brien et al. (Journal of Medical Ethics)



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MBA IInd Semester

Nutrition & Well-being (MBA -206A)

CO: COURSE OBJECTIVES

CO-1 Explain the role of macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins, minerals) in human health.

CO-2 Evaluate individual dietary needs based on factors such as age, gender, activity level, and health status.

CO-3 Identify and promote balanced, healthy eating patterns that support overall well-being.

CO-4 Develop skills and strategies to implement and maintain healthy eating behaviors.

CO-5 Analyze the relationship between nutrition and chronic diseases, mental health, and overall wellness.

Course Contents

Unit 1: Introduction to Nutrition

- Basics of Nutrition
- Nutrients and Their Functions
- Dietary Guidelines

Unit 2: Macronutrients

- Carbohydrates, Proteins, and Fats
- Recommended Intake and Sources
- Role of Macronutrients in Health

Unit 3: Micronutrients

- Vitamins and Minerals
- Deficiencies and Toxicities
- Importance of Micronutrients in Diet



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Unit 4: Nutrition Through out the Lifespan

- Nutritional Needs from Infancy to Older Adults
- Special Considerations (Pregnancy, Lactation)
- Nutrition and Chronic Disease Preventio

Unit 5: Nutrition and Lifestyle Factors

- The Role of Physical Activity
- Mental Health and Nutrition
- Cultural and Social Influences on Diet

Suggested Readings:

- "Nutrition and Wellbeing: The Essentials" by Lisa R. Hark
- "Food Politics: How the Food Industry Influences Nutrition and Health" by Marion Nestle
- "Nutrition: A Health Promotion Approach" by Gwyneth D. M. P. T. McNaughton
- "Life Cycle Nutrition: Conception Through Adolescence" by Judith E. Brown



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Disaster Management (MBA -206 B)

CO: COURSE OBJECTIVES

CO-1 Provide a comprehensive understanding of the types of disasters (natural and man-made), their causes, and impacts on communities and environments.

CO-2 Teach students to conduct risk assessments to identify vulnerabilities and potential hazards in various contexts.

CO-3 Equip students with the skills to develop and implement disaster preparedness plans for individuals, organizations, and communities.

CO-4 Understand the principles of emergency response and the roles of various agencies and organizations in disaster response.

CO-5 Introduce methods for reducing the impact of disasters through proactive measures and planning.

Course Contents

Unit 1: Introduction to Disaster Management

- Definition of Disaster Management
- Types of Disasters: Natural and Man-Made
- Disaster Risk Reduction

Unit 2: Disaster Preparedness

- Planning for Disasters
- Community Preparedness
- Emergency Response Plans

Unit 3: Disaster Response and Recovery

- Emergency Response Mechanisms
- Role of NGOs and Government Agencies



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- Recovery Phases and Long-Term Recovery

Unit 4: Mitigation and Resilience

- Mitigation Strategies
- Building Resilience in Communities
- Case Studies of Successful Mitigation Efforts

Unit 5: Policy and Ethical Issues in Disaster Management

- Disaster Management Policies
- Ethical Considerations in Response and Recovery
- Future Trends in Disaster Management

Suggested Readings:

- "Disaster Policy and Politics: Emergency Management in Local Government" by Richard T. Sylves
- "Ethics in Disaster Management" by Robert W. Weller
- "Introduction to Disaster Management" by George Haddow, Jane Bullock, and Damon P. Sater



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Environmental Policy (MBA -206 C)

CO: COURSE OBJECTIVES

CO-1 Analyze the various frameworks and instruments used in environmental policy at local, national, and global levels.

CO-2 Develop critical thinking skills to evaluate environmental policies and their effectiveness in addressing environmental challenges.

CO-3 Explore the intersection of environmental science, economics, sociology, and law in shaping environmental policies.

CO-4 Identify and understand the roles of different stakeholders, including governments, NGOs, businesses, and communities in environmental policy-making.

CO-5 Learn techniques for analyzing and evaluating existing environmental policies, including cost-benefit analysis and impact assessments.

Course Contents

Unit 1: Introduction to Environmental Policy

- Overview of Environmental Policy
- Historical Context and Evolution
- Key Concepts: Sustainability, Conservation, and Biodiversity

Unit 2: Environmental Legislation and Regulation

- Major Environmental Laws (e.g., NEPA, Clean Air Act, Clean Water Act)
- Regulatory Frameworks and Agencies (e.g., EPA)
- The Role of International Agreements (e.g., Paris Agreement)

Unit 3: Policy Instruments and Tools



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- Market-Based Instruments (e.g., Cap-and-Trade, Taxes)
- Command and Control Regulations
- Voluntary Programs and Public Engagement

Unit 4: Environmental Justice and Equity

- Defining Environmental Justice
- Case Studies of Environmental Inequality
- Strategies for Achieving Equity in Policy

Unit 5: Current Issues and Future Directions in Environmental Policy

- Climate Change and Policy Responses
- Biodiversity Loss and Conservation Strategies
- The Role of Technology and Innovation

- **Suggested Readings:**

- "This Changes Everything: Capitalism vs. the Climate" by Naomi Klein
- "The Uninhabitable Earth: Life After Warming" by David Wallace-Wells (selected chapters)
- "Environmental Policy: New Directions for the Twenty-First Century" by Norman J. Vig and Michael G. Faure



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SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
BBA

List of Examiners (2020-2021)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1.	BS-311 - Environmental Studies-	External Examiner
		1. Dr. Neha Yajurvadi
		2. Dr. Asma
		3. Dr. Abhishek Dabas
		Internal Examiner
		1. Mr. Harsh Panwar
2	BS-311 A - Nutrition & Well being-	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Swantra Chauchan
		Internal Examiner
		1. Dr. Abhimanyu Upadhyay
3	BS311-B - Disaster Management	External Examiner
		1.Dr. Ashok Gupta
		2 Dr. Asma
		3.Dr. Abhishek Dabas
		Internal Examiner
		1.Ms. Swati Rajaura



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		2.Mr. Adesh Kumar
4	BS311-C –Geophysics	<p>External Examiner</p> <p>1. Dr. Neha Yashisth</p> <p>2.Dr. Anshu Choudhary</p> <p>3. Dr. Swantra Chauchan</p> <p>Internal Examiner</p> <p>1. Mr. Harsh Panwar</p> <p>2. Mr. Somprabh Dubey</p>
5	BS312- Micro Economics	<p>External Examiner</p> <p>1. Dr. Swantra Chauchan</p> <p>2. Ms. Neha Rani</p> <p>3. Ms.Gargi</p> <p>Internal Examiner</p> <p>1.Mr. Adesh Kumar</p> <p>2. Mr. Somprabh dubey</p>
6	BS313 Financial Accounting	<p>External Examiner</p> <p>1. Dr. Ashok Gupta</p> <p>2. Dr. Asma</p>



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		3. Ms. Neha Rani
		Internal Examiner
		1. Mr. Somprabh dubey
		2. Mr. Adesh Kumar
7	BS314 -Management Principles & Applications	External Examiner
		1. Dr. Neha Yashisth
		2. Ms. Neha Rani
		3. Ms. Gargi
		Internal Examiner
		1. Ms. Swati Rajaura
		2. Ms. Sonam Chauchan
8	BS315 - Business Organization	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Ms. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhyay
		2. Ms. Swati Rajaura
		2. Mr. Harsh Panmwar
		2. Ms. Swati Rajaura
9	BS331- Macroeconomics	External Examiner
		1. Dr. Ashok Gupta



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		2. Dr. Asma
		3. Ms. Neha Rani
		Internal Examiner
		1.Mr. Somprabh dubey
		2. Mr. Adesh Kumar
10	BS332- Corporate Laws	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 1. Mr. Harsh Panmwar
11	BS333 -Human Resource Management	1 Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar
12	BS334- Computer Applications in Business	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary



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		3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Adesh Kumar
13	BS335- Income Tax Law & Practice	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey Mr. Adesh Kumar
14	BS351- Fundamentals of Financial Management	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar
15	BS352- Production & Operations Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay



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		2. Ms. Swati Rajaura
16	BS353- Corporate Accounting	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
17	BS3F1- Financial Markets, Institutions & Services	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Mr. Harsh Panmwar
18	BS3F2- Security Analysis and Portfolio Management	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar



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19	BS3M1- Advertising & Consumer Behaviour	<p>1 Dr. Neha Yashisth</p> <p>2. Ms. Neha Rani</p> <p>3. . Ms.Gargi</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Mr. Harsh Panmwar</p>
20	BS3M2- Sales & Distribution	<p>1 Dr. Neha Yashisth</p> <p>2. Ms. Neha Rani</p> <p>3. . Ms.Gargi</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Mr. Harsh Panmwar</p>
21	BS3H1- Industrial Relations & Labour Laws	<p>External Examiner</p> <p>1.Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary</p> <p>3. Ms. Neha Rani</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Ms. Swati Rajaura</p>
22	BS3H2- Human Resource Planning	<p>External Examiner</p> <p>1.Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary</p>



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		3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
MBA**

List of Examiners (2020-2021)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1.	MBA-101 Management Practices & Organization Behaviour	External Examiner 1.Dr. Preeti 2.Dr. Gargi 3.Dr. Abhishek Dabas Internal Examiner 1.M Adesh Kumar 2. Ms. Kritika Singhal
2	MBA-102Economics Analysis for Business	External Examiner 1.Dr. Neha Tyagi



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		2.Dr. Anuj Goel
		3.Dr.Ashok Gupta
		Internal Examiner
		1.Rahul Kumar
		2.Mr. Adesh Kumar
3	MBA-103Accounting for Managers	External Examiner
		1.Dr. Ashok Gupta
		2 Dr. Asma
		3.Dr. Abhishek Dabas
		Internal Examiner
		1.Dr.Somprabh Dubey
4	MBA-104Quantitative Techniques for Managers	2.Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2.Dr. Anshu Choudhary
		3. Dr. Swantra Chauchan
		Internal Examiner
		1.Mr. Harsh Panwar
		2. Dr. Somprabh Dubey



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5	MBA-105Legal Aspect of Business	External Examiner
		1. Dr. Swantra Chauchan
		2.Dr. Neha Rani
		3 Dr.Gargi
		Internal Examiner
		1.Mr. Sachin Sharma
6	MBA-106Business Ethics	2. Mr. Harsh Panwar
		External Examiner
		1. .Dr. Ashok Gupta
		2. Dr. Asma
		3. Dr.. Neha Rani
7	MBA-107Personality Development & Communication Skills	Internal Examiner
		1.Dr.. Somprabh dubey
		2. Mr. Ravi Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani
		3. Dr.Gargi
		Internal Examiner
		1. Ms. Swati Rajaura
		2. Ms. Aditi Garg



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8	MBA-108Information Systems	External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Mr. Rahul Kumar
9	MBA-301 Strategic Management	2. Mr. Adesh Kumar
		External Examiner
		1. .Dr. Ashok Gupta
		2. Dr. Asma
		3. Ms. Neha Rani
		Internal Examiner
10	MBA-302International Business	1.Dr. Somprabh dubey
		2. Mr. Adesh Kumar
		External Examiner
		1. Dr. Swantra Chauchan
		2. Dr. Neha Rani
		3. Dr.Gargi
		Internal Examiner
		1.Mr. Adesh Kumar
		2. Dr. Somprabh dubey



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11	MBA-303 Supply Chain Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
12	MBA-3MK1 Consumer Behaviour & Sales Management	2. Ms. Swati Rajaura
		External Examiner
		1. Dr. Ashok Gupta
		2. Dr. Asma
		3. Dr. Neha Rani
		Internal Examiner
13	MBA-3MK2 Marketing of Non Profit Organization	1. Dr. Somprabh dubey
		2. Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2. Ms. Neha Rani
		3. Ms. Gargi
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Mr. Harsh Panwar



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14	MBA-3MK3 Integrating Marketing Communication	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms. Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panwar
15	MBA-3FM1 Security Analysis & Portfolio Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 3. Dr. Abhimanyu Upadhayay 4. Mr. Adesh Kumar
16	MBA-3FM2 Financial Markets & Services	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 2. Mr. Somprabh dubey Mr. Adesh Kumar
18	MBA-3FM3 Corporate Tax Planning	External Examiner 1. Dr. Anuj Goel



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		2. Dr Ganesh 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2 Mr.Adesh Kumar
19	MBA-3HR1 - Knowledge Management	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
20	MBA-3HR2Organizational Change & Development	External Examiner 1.Dr. Anuj Goel 2. Dr Ganesh 3. Dr. Neha Rani Internal Examiner 1.Dr. Somprabh dubey 2 Mr.Adesh Kumar
21	MBA-3HR3Performance Management & Competency Mapping	External Examiner 1.Dr. Abhishek Dadas 2. Dr Ganesh 3. Dr. Neha Rani



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		Internal Examiner 1. Dr. Somprabh dubey 2 Mr. Adesh Kumar
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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 12/12/2021

NOTICE

Subject: Meeting of the Board of Studies

All members of the Board of Studies are hereby informed that a meeting will be held as per the following details:

Date: 22.12.2021

Time: 10 am


Venue: School of Business Studies & Entrepreneurship

Agenda:

1. Approval of the Minutes of the 17th BOS Meeting held on 28 June 2021
2. Approval of New Interdisciplinary course in MBA-205B w.e.f. the academic session 2021-22.
3. Analysis of Students' feedback & Action taken report
4. Analysis of the feedback on curriculum from stakeholders
5. Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **Jan. to June 2022**
6. Discussion on the Value Added courses offered for students and ratification of the same.
7. Any other matter with the permission of the Chair

All members are requested to make it convenient to attend the meeting and come prepared with relevant documents and suggestions.

Issued by:


Dr. Abhimanyu Upadhaya
Chairperson, Board of Studies



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 12/12/2021

To

Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 22.12.2021

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs. We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,
Chairman (BOS)



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EDUCATION IMPOWERS

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U: www.shobhit.ac.in

SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 12/12/2021

To

Dr. Nishant Pandey
Assoc. Prof
School of Business Studies, Amity University NOIDA

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 22.12.2021

Time: 10 am


Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards, 
Chairman (BOS)



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SHOBHIT UNIVRSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 12/12/2021

Attendance Sheet (18th BOS Meeting)

Sr. No	Name	External/Internal Member	Signature
1	Prof.(Dr.) Vikas Tripathi	External Member	
2	Dr. Nishant Pandey	External Member	
3	Mr. Somprabh Dubey	Internal Member	
4	Mr. Harsh Panwar	Internal Member	

Chairman



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School of Business Studies & Entrepreneurship

Date: 28.06.2021

Minutes of the Meeting of Board of Studies

17th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 28th June 2021 at 10:00 am onwards. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. Dr. Nishant Pandey
Assoc. Professor
School of Business Studies, Amity University NOIDA | External Expert |
| 4. Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 17.1: Approval of the Minutes of the 16th BOS Meeting held on 29 Dec.2020

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 17.2: Approval of the Scheme & Syllabus of BBA 1st, 2nd, 3rd, 4th, 5th & 6th Sem. & implemented w.e.f. the academic session 2021-22. {Annexure-2}

- BOS members approved Revised Scheme & Syllabus of BBA 1st, 2nd, 3rd, 4th, 5th & 6th Semester.

Item BOS 17.3: Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA & MBA for session **July to Dec. 2021**. The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-3}

Item BOS 17.4: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:



(Dean Academics)

(Vice Chancellor)



**Shobhit
University**

EDUCATION EMPOWERS

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School of Business Studies & Entrepreneurship

Date: 22.12.2021

Minutes of the Meeting of Board of Studies

18th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 22th Dec. 2021 at 10:00 am onwards. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. Dr. Nishant Pandey
Associate Professor
School of Business Studies, Amity University NOIDA | External Expert |
| 4. Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 18.1: Approval of the Minutes of the 17th BOS Meeting held on 28 June 2021 was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 18.2: Approval of New Interdisciplinary course in MBA-205B w.e.f. the academic session 2021-22. {Annexure-2}

- **BOS members approved New Interdisciplinary course: MBA-205B.**

Item BOS 18.3: Analysis of Students' feedback & Action taken report:

- BOS Chairman has expressed that the student feedback and action taken report process is done at the end of the semester. The BOS members noted the same.

Item BOS 18.4: Analysis of the feedback on curriculum from stakeholders:

- The BOS chairman presented the analysis report of stakeholders' feedback on curriculum. The BOS members noted the same and advised to incorporate the suggestions as per the feasibility. The Action Taken Report is enclosed herewith.

{Annexure-3}

Item BOS 18.5: Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA & MBA for session **Jan. to June 2022**. The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. **{Annexure-4}**

Item BOS 18.6: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:




(Vice Chancellor)





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Stakeholder Feedback Report-2021-22



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Feedback Process of Stake Holders:

Stake Holder's feedback is a regular process of the University. University always gives importance to its stake holder's suggestions for curriculum development and other student related activities. The University generally takes the feedback from the following stake holders:

- Students
- Teachers
- Employers
- Alumni
- Peer Academicians

At our university, we collect feedback from different stakeholders including Alumni, Students, Faculty, Peer Academicians, and Employers. Using online platforms, we gather these insights efficiently for thorough analysis. The processed feedback is then forwarded to various boards for their valuable suggestions. The Departmental Board of Studies synthesizes this information, crafting a comprehensive outcome which is then presented to the Academic Council. During Academic Council meetings, chaired by the Vice Chancellor, detailed discussions and clarifications take place. This collaborative process ensures that every perspective is considered before final approval and implementation of necessary changes. This method not only upholds the academic integrity of our institution but also fosters a culture of continuous improvement and innovation.

Feedback process of the School/Department:

Curriculum Design and Development is a significant process that involves consulting with experts and developing relevant need-based inputs based on feedback from stake holders. In this regard, the University makes the requisite arrangements for students, teachers, alumni and employers to provide input on curriculum-related institutional processes. The ultimate goal of stakeholder input is to gain valuable insights for improving teaching, learning, evaluation, and ability in all areas. Curriculum, as one of the most important elements of the teaching-learning process, must be evaluated on a regular basis. Shobhit University Gangoh has total 09 Schools/Departments and feedback is taken School/Department wise.



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TEACHERS' FEEDBACK



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Teachers' Feedback Analysis

After systematically assessing and examining the Teacher's suggestions, the university uses it as a foundation for making changes to the existing structure. The Teacher's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Teacher:

Teacher is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Teacher

Sl.	Questions	Type				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum is well organized and balanced for the programme with proper credit allocation.	4	3	2	1	0
2	The courses have adequate balance between theory and application for student's holistic development.	4	3	2	1	0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	4	3	2	1	0
4	The curriculum has focus on personality development by presence of courses on human values and professional ethics	4	3	2	1	0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	4	3	2	1	0



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6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
7	The curriculum helps in enhancing problem solving capability related to local/global societal issues.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	Adequate freedom is given to offer opinion on design & development of curriculum.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The existing system for curriculum revision is found to be effective.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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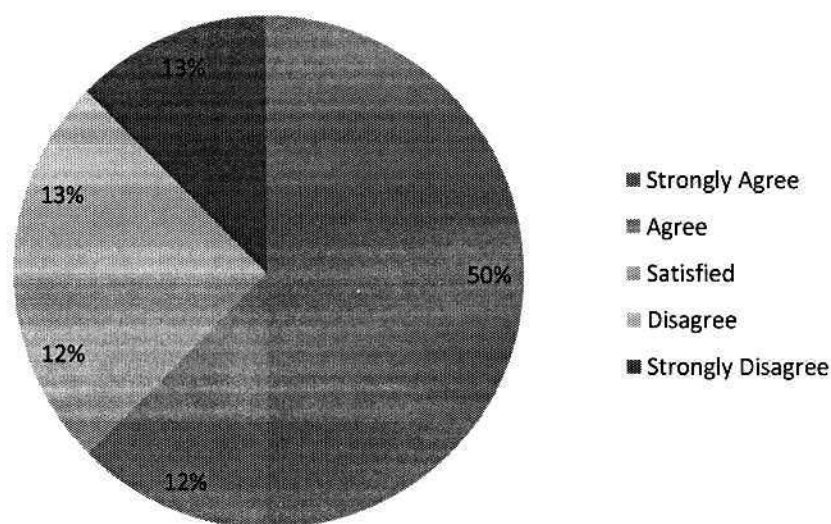
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Analysis of Teachers' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





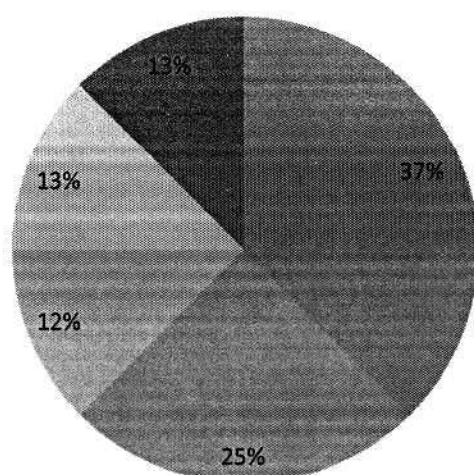
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Q.2 The courses have adequate balance between theory and application for student's holistic development.

The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	37.50	25.00	12.50	12.50	12.50



■ Strongly Agree
 ■ Agree
 ■ Satisfied
 ■ Disagree
 ■ Strongly Disagree



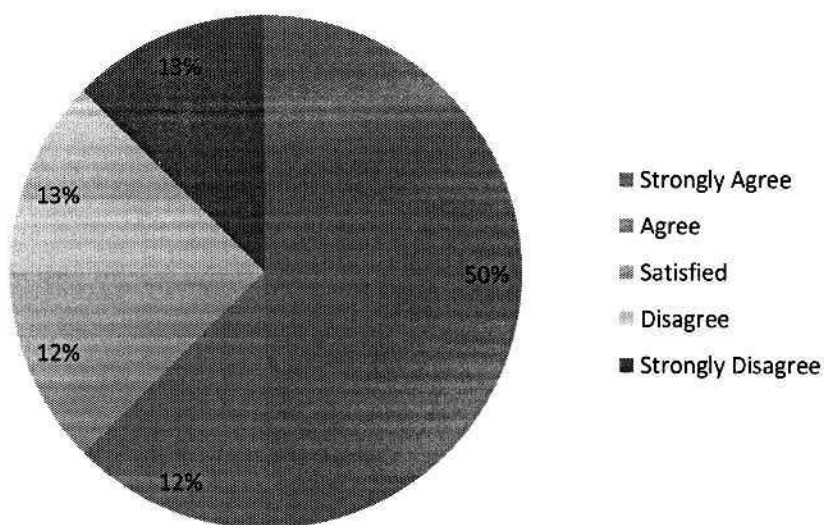
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





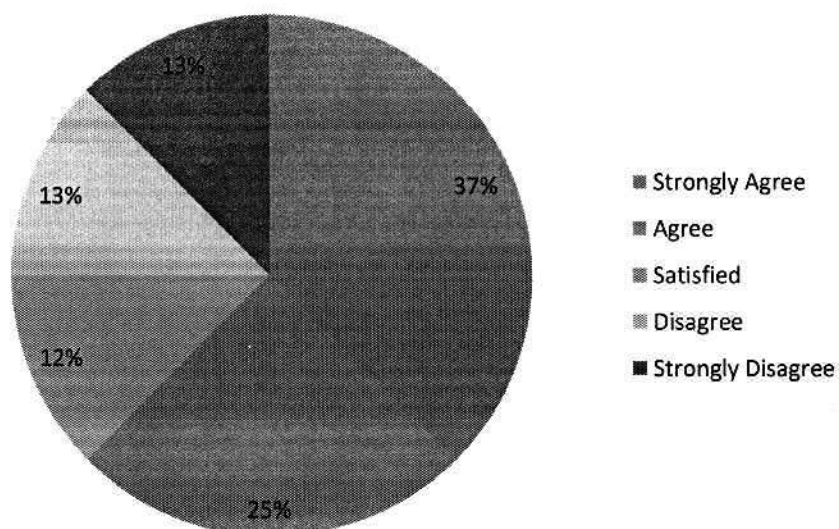
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Q.4 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	37.50	25.00	12.50	12.50	12.50





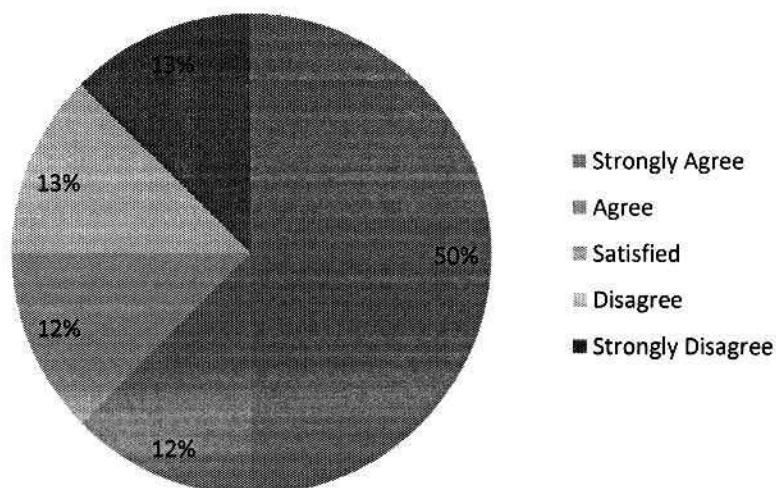
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





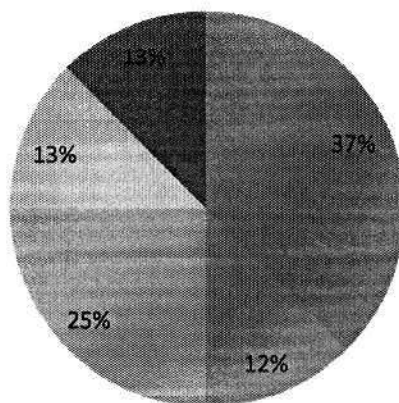
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	37.50	12.50	25.00	12.50	12.50



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



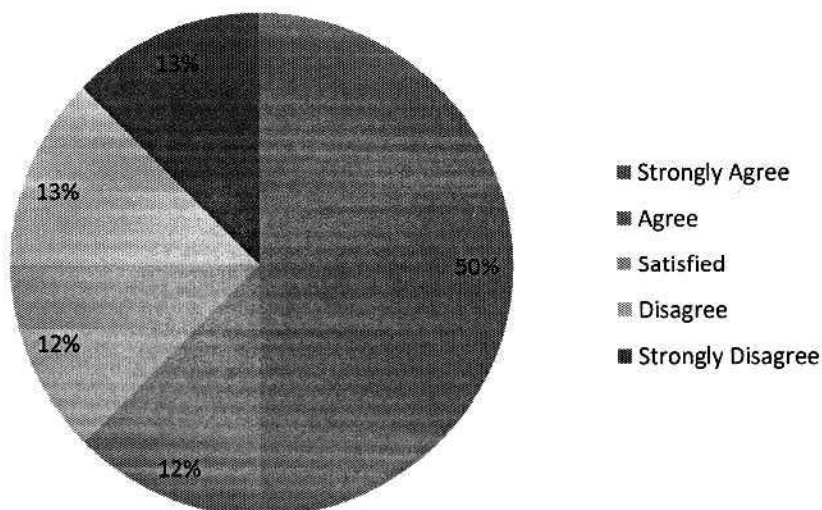
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Q.7 The curriculum helps in enhancing problem solving capability related to local/global societal issues.

The curriculum helps in enhancing problem solving capability related to local/global societal issues.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





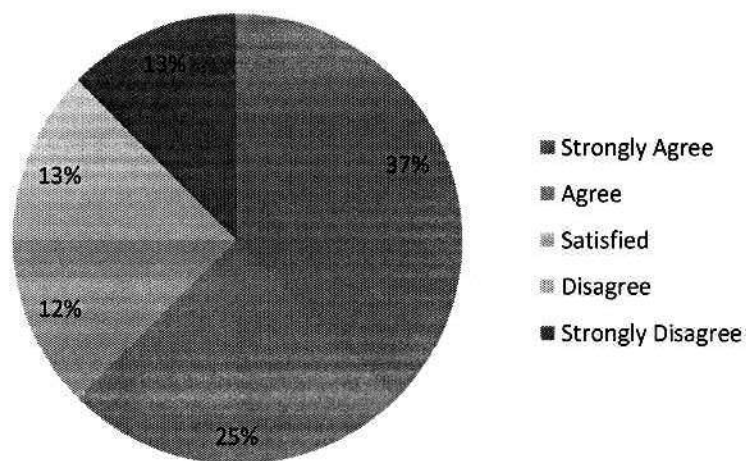
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Q.8 Adequate freedom is given to offer opinion on design & development of curriculum.

Adequate freedom is given to offer opinion on design & development of curriculum.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	37.50	25.00	12.50	12.50	12.50





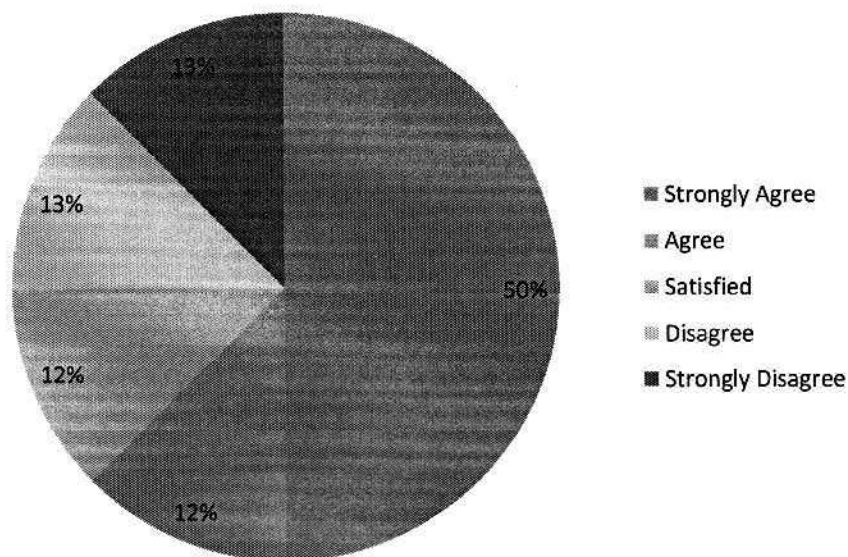
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Q.9 The existing system for curriculum revision is found to be effective.

The existing system for curriculum revision is found to be effective.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	12.50	12.50	12.50	12.50





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School of Business Studies & Entrepreneurship (08)

Total no. of Teachers : 08		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The curriculum is well organized and balanced for the programme with proper credit allocation.	No. of Teachers	4.00	1.00	1.00	1.00	1.00
	Percentage	50.00	12.50	12.50	12.50	12.50
The courses have adequate balance between theory and application for student's holistic development.	No. of Teachers	3.00	2.00	1.00	1.00	1.00
	Percentage	37.50	25.00	12.50	12.50	12.50
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	No. of Teachers	4.00	1.00	1.00	1.00	1.00
	Percentage	50.00	12.50	12.50	12.50	12.50
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Teachers	3.00	2.00	1.00	1.00	1.00
	Percentage	37.50	25.00	12.50	12.50	12.50
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Teachers	4.00	1.00	1.00	1.00	1.00
	Percentage	50.00	12.50	12.50	12.50	12.50
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Teachers	3.00	1.00	2.00	1.00	1.00
	Percentage	37.50	12.50	25.00	12.50	12.50
The curriculum helps in enhancing problem solving	No. of Teachers	4.00	1.00	1.00	1.00	1.00



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capability related to local/global societal issues	Percentage	50.00	12.50	12.50	12.50	12.50
Adequate freedom is given to offer opinion on design & development of curriculum.	No. of Teachers	3.00	2.00	1.00	1.00	1.00
	Percentage	37.50	25.00	12.50	12.50	12.50
The existing system for curriculum revision is found to be effective.	No. of Teachers	4.00	1.00	1.00	1.00	1.00
	Percentage	50.00	12.50	12.50	12.50	12.50



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Analysis of Feedback:

The curriculum has received a positive but moderate evaluation, with all areas scoring 75%. Teachers agree that the curriculum is well-organized and balanced, with appropriate credit allocation that supports academic standards. The balance between theory and application is considered satisfactory, providing students with both conceptual knowledge and practical skills, though there may be opportunities for improvement in integrating these components more effectively.

The curriculum offers adequate multidisciplinary knowledge, alongside a sufficient number of elective courses, allowing students some flexibility in their academic paths. Personality development is seen as an essential part of the curriculum, with courses on human values and professional ethics receiving particular praise for their role in shaping students' character. The inclusion of courses that enhance entrepreneurial skills and prepare students for industry readiness is valued, although there might be potential for further refinement in these areas to align better with industry demands.

The feedback highlights that the curriculum is sufficiently geared towards increasing employability and encourages students to pursue higher education. Teachers also appreciate the emphasis on building problem-solving skills, both in local and global contexts. Faculty members express satisfaction with the freedom provided to contribute to the curriculum design and development, which suggests an open and inclusive approach. Additionally, the system for curriculum revision is viewed as effective, ensuring that changes are made to keep the curriculum relevant and responsive to emerging needs.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1	Improve the integration of theory and practical application.	Increased practical learning opportunities through case studies, business simulations, and internships with local businesses and startups. Introduced more interactive learning sessions and industry guest lectures.	Students reported better application of theoretical concepts in real-world business scenarios. Faculty observed greater student engagement and improved critical thinking skills in practical assignments.
2	Enhance the alignment of entrepreneurship and industry readiness with market needs.	Developed a specialized course on entrepreneurial ecosystem and funding strategies, including startup incubator partnerships. Collaborated with industry experts to update course content regularly based on market trends.	Students felt more prepared to start their own ventures or join existing startups. There was a noticeable increase in students' confidence regarding industry challenges, and several students pursued entrepreneurial endeavors post-graduation.
3	Expand elective offerings and multidisciplinary knowledge.	Introduced new electives in digital marketing, financial technology, and international business. Facilitated cross-departmental courses in collaboration with the School of Computer Science and the School of Law.	Students appreciated the wider range of elective options, allowing them to specialize or diversify their studies. Cross-departmental courses enriched students' learning experience, providing a broader view of business and entrepreneurship.



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4	Further enhance career preparation and employability.	Launched a comprehensive career development program, including career counseling, resume workshops, and mock interviews. Partnered with businesses to offer internship programs and job placement services.	The career development initiatives were well-received, leading to increased student participation in internships and better job placements. Many students expressed satisfaction with the support provided, resulting in higher employability rates.
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STUDENTS' FEEDBACK



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Students' Feedback Analysis

After systematically assessing and examining the students' suggestions, the university uses it as a foundation for making changes to the existing structure. The student feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Students:

Students feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Students

Sl.	Questions	Type				
		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
1	Whether the curriculum has depth of the subjects and clears the concept?	(04)	(03)	(02)	(01)	(0)
2	How do you rate the course outcomes and relevance to the course Content?	(04)	(03)	(02)	(01)	(0)
3	How do you rate the sequence of units in the Courses?	(04)	(03)	(02)	(01)	(0)
4	How do you rate the credits allotted to individual courses?	(04)	(03)	(02)	(01)	(0)



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		(04)	(03)	(02)	(01)	(0)
5	Does the curriculum focus on employability/career orientation?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
6	Does the curriculum focus on Skill Development/Entrepreneurship?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
7	Does the curriculum have satisfactory number of elective courses?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
8	Does the curriculum focus on life skill or help in value addition?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
9	Do the theory subjects are properly linked to the laboratories/provide real-life exposure?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
10	Does the curriculum provide multidisciplinary knowledge/information to a student?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
11	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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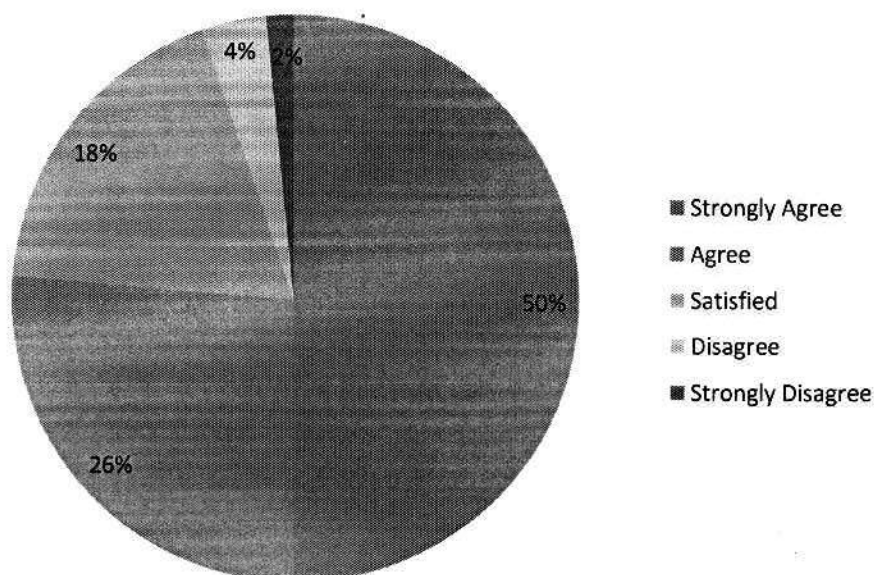
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Analysis of Students' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 Whether the curriculum has depth of the subjects and clears the concept?

Curriculum has Depth of the Subjects and Clears the Concept	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50	26.31579	18.42105	3.684211	1.578947





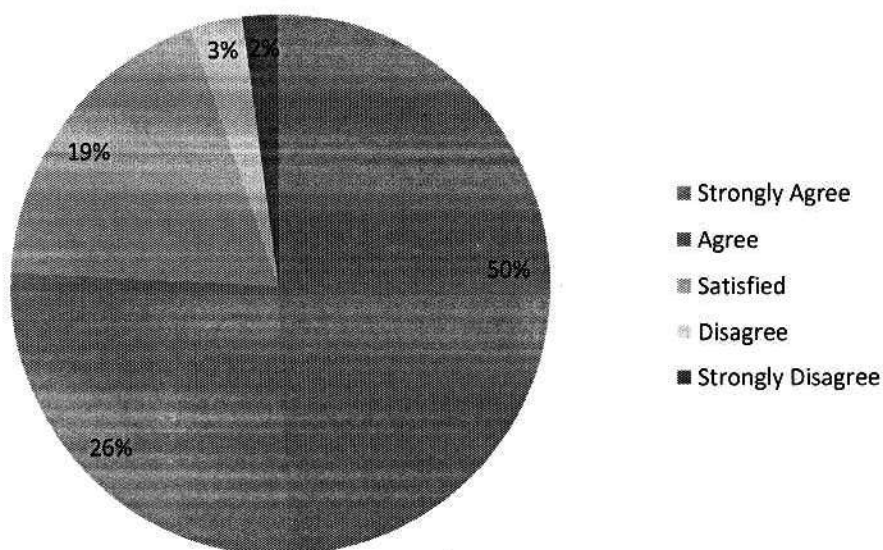
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Q.2. How do you rate the course outcomes and relevance to the course content?

Rate the course outcomes and relevance to the course content	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	49.47368	26.31579	18.94737	3.157895	2.105263





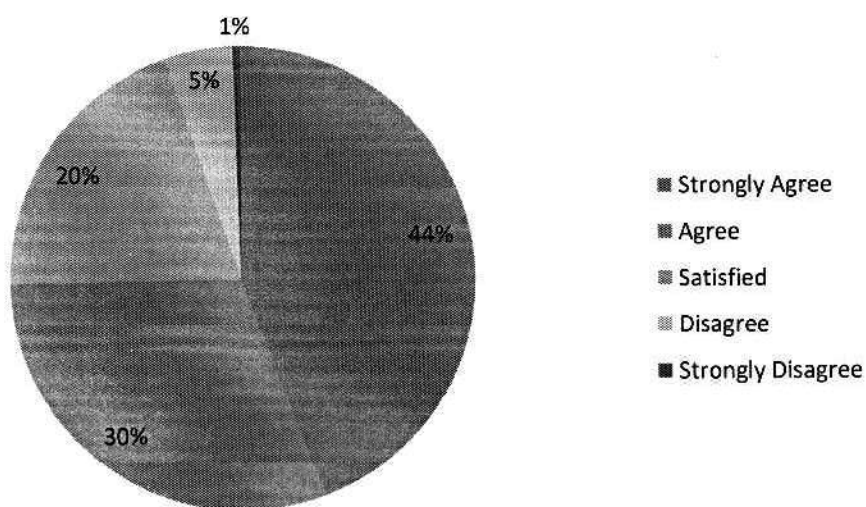
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Q.3.How do you rate the sequence of units in the courses?

Rate the sequence of units in the courses	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	44.21053	30.52632	20	4.736842	0.526316





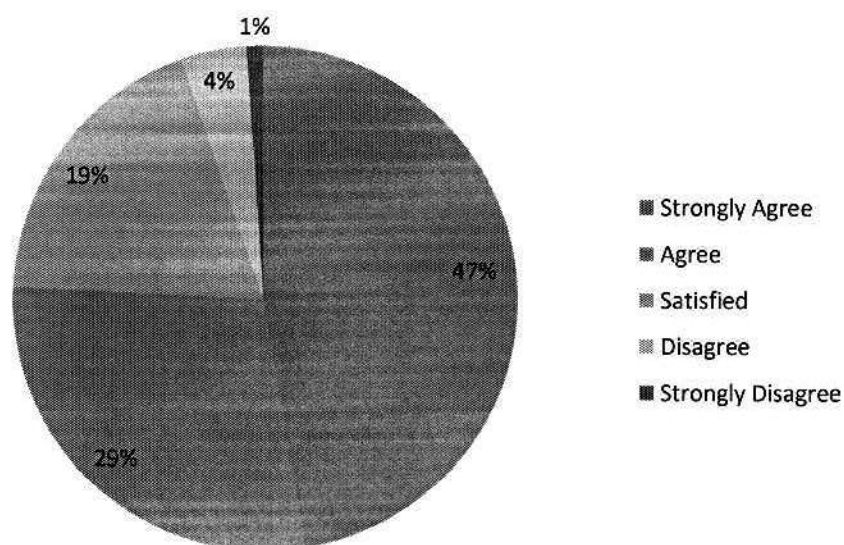
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Q.4. How do you rate the credits allotted to individual courses?

Rate the credits allotted to individual courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	47.36842	28.42105	18.94737	4.210526	1.052632





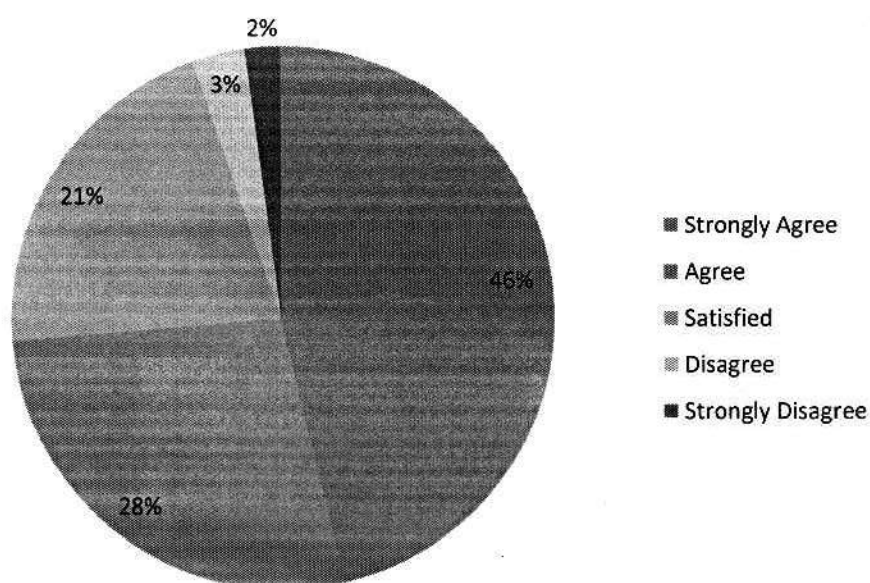
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Q.5.Does the curriculum focus on employability/career orientation?

Curriculum focus on employability/career orientation	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.31579	27.36842	21.05263	3.157895	2.105263





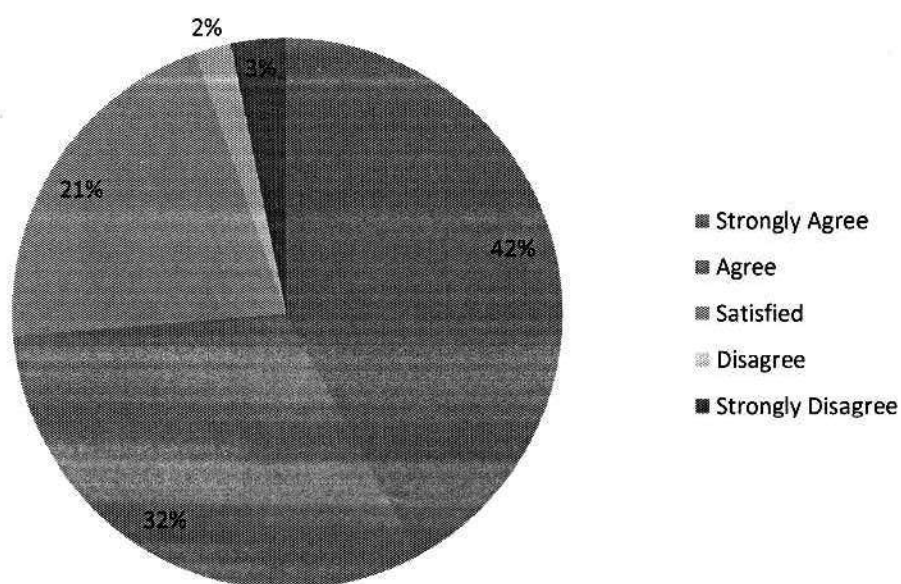
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Q.6. Does the curriculum focus on skill development/entrepreneurship?

Curriculum focus on skill development/entrepreneurship	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	42.10526	31.57895	21.05263	2.105263	3.157895





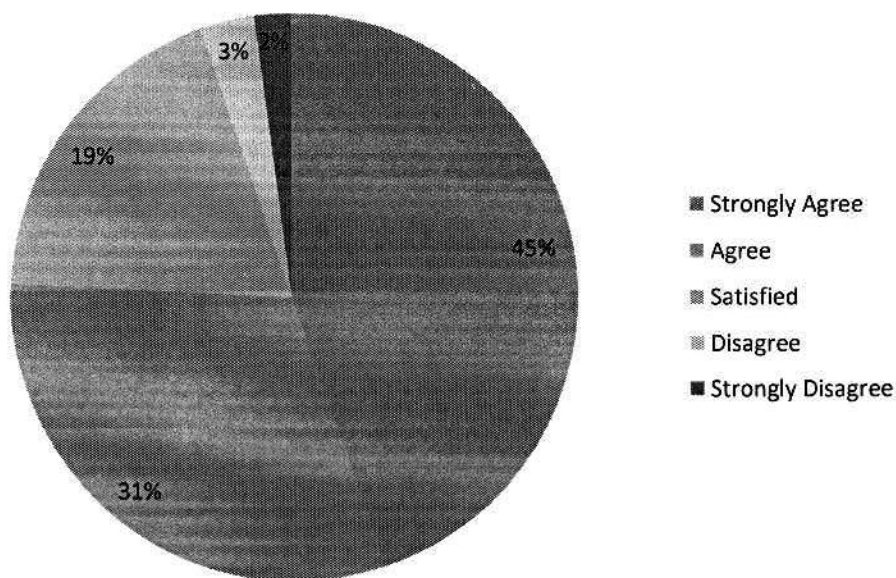
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Q.7. Does the curriculum have satisfactory number of elective courses?

Curriculum have satisfactory number of elective courses	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	44.73684	31.05263	18.94737	3.157895	2.105263





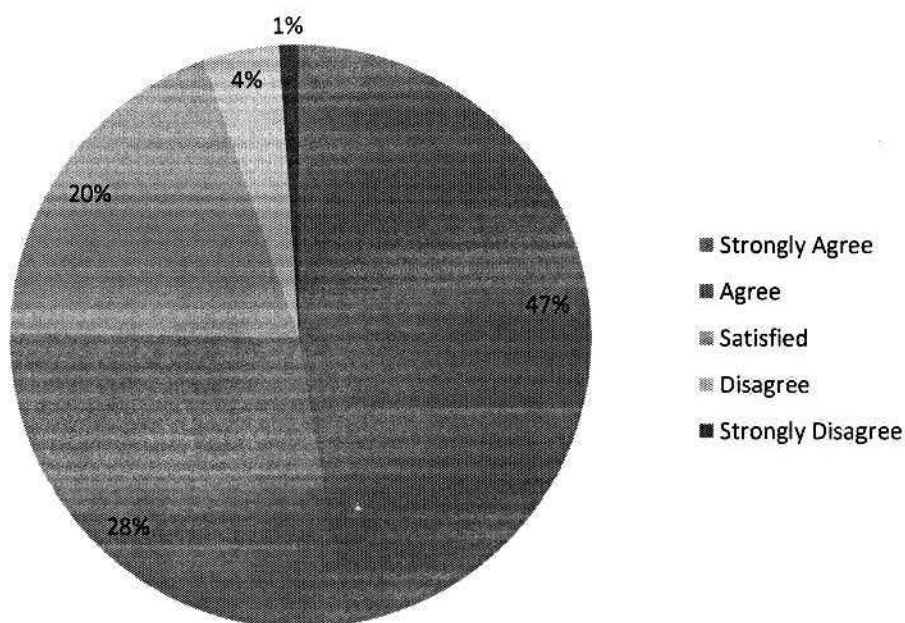
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Q.8. Does the curriculum focus on life skill or help in value addition?

Curriculum focus on life skill or help in value addition.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	47.36842	27.89474	19.47368	4.210526	1.052632





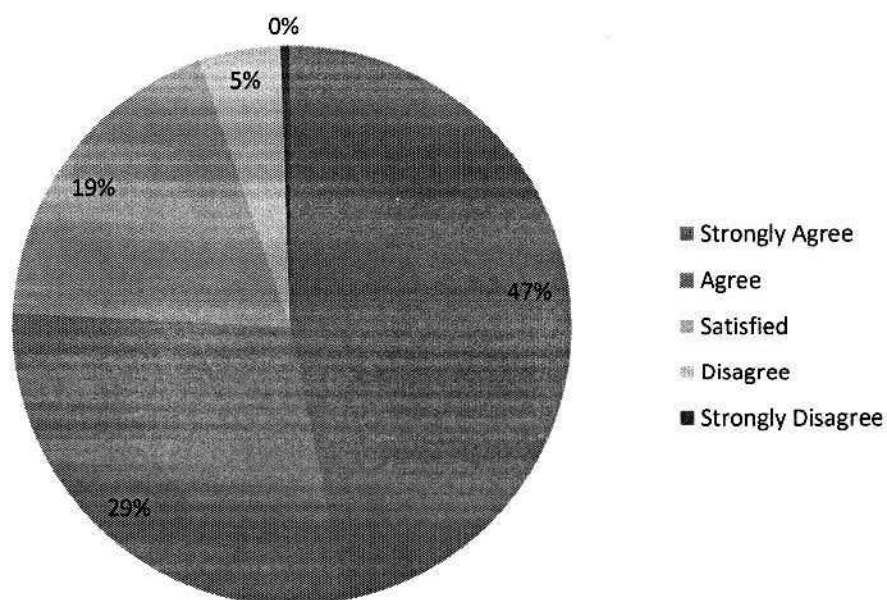
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Q.9. Do the theory subjects are properly linked to the laboratories/provide real-life exposure?

Theory subjects are properly linked to the laboratories/provide real-life exposure.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.84211	28.94737	18.94737	4.736842	0.526316





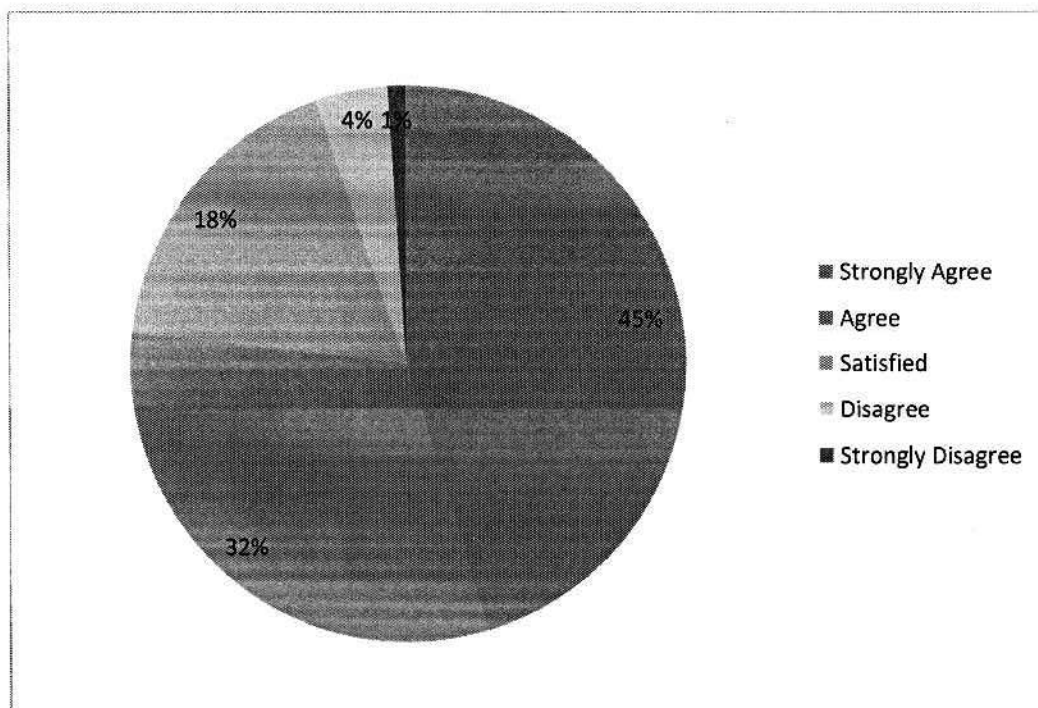
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Q.10. Does the curriculum provide multidisciplinary knowledge/information to a student?

Curriculum provide multidisciplinary knowledge/information to a student.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.26316	31.57895	17.89474	4.210526	1.052632





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School of Business Studies and Entrepreneurship (190)

Question	Details	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Whether the curriculum has depth of the subjects and clears the concept?	No of Students	95	50	35	7	3
	Percentage	50	26.31578947	18.42105263	3.684210526	1.578947368
How do you rate the course outcomes and relevance to the course content?	No of Students	94	50	36	6	4
	Percentage	49.47368421	26.31578947	18.94736842	3.157894737	2.105263158
How do you rate the sequence of units in the courses?	No of Students	84	58	38	9	1
	Percentage	44.21052632	30.52631579	20	4.736842105	0.526315789
How do you rate the credits allotted to individual courses?	No of Students	90	54	36	8	2
	Percentage	47.36842105	28.42105263	18.94736842	4.210526316	1.052631579
Does the curriculum focus on employability/career orientation?	No of Students	88	52	40	6	4
	Percentage	46.31578947	27.36842105	21.05263158	3.157894737	2.105263158
Does the curriculum focus on skill development/entrepreneurship?	No of Students	80	60	40	4	6
	Percentage	42.10526316	31.57894737	21.05263158	2.105263158	3.157894737
Does the curriculum have satisfactory number of elective courses?	No of Students	85	59	36	6	4
	Percentage	44.73684211	31.05263158	18.94736842	3.157894737	2.105263158
Does the curriculum focus on life skill or help in value addition?	No of Students	90	53	37	8	2
	Percentage	47.36842105	27.89473684	19.47368421	4.210526316	1.052631579
Do the theory subjects are properly linked to the laboratories/provide real-life exposure?	No of Students	89	55	36	9	1
	Percentage	46.84210526	28.94736842	18.94736842	4.736842105	0.526315789
Does the curriculum provide multidisciplinary knowledge/information to a student?	No of Students	86	60	34	8	2
	Percentage	45.26315789	31.57894737	17.89473684	4.210526316	1.052631579



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Analysis of Feedback:

The student feedback for the School of Business Studies and Entrepreneurship indicates a generally positive view of the curriculum, though with noticeable areas for further development. Half of the students (50%, 95 students) strongly agreed that the curriculum has sufficient subject depth and helps in conceptual clarity, while 26.32% agreed. Similarly, 49.47% strongly agreed and 26.32% agreed that course outcomes are relevant to the course content, suggesting a good alignment between instructional goals and learning materials.

The sequence of course units received slightly more moderate feedback, with 44.21% strongly agreeing and 30.53% agreeing, indicating room for review and refinement. Allocation of credits was positively rated by 47.37% who strongly agreed and 28.42% who agreed. On employability and career orientation, 46.32% of students strongly agreed, and 27.37% agreed, reflecting a fairly positive outlook but also suggesting the potential to strengthen career-focused components.

Skill development and entrepreneurship, a core focus of the school, received somewhat lower strong agreement at 42.11%, with 31.58% agreeing—pointing to a need for enhanced practical and entrepreneurial experiences. Elective courses were viewed favorably by 44.74% who strongly agreed and 31.05% who agreed, while life skills and value addition were acknowledged by 47.37% strongly agreeing and 27.89% agreeing.

The connection between theory and real-life application saw 46.84% of students strongly agreeing and 28.95% agreeing, with practical integration showing satisfactory results. Lastly, the curriculum's provision of multidisciplinary knowledge was affirmed by 45.26% strongly agreeing and 31.58% agreeing. Overall, while the curriculum is seen as solid and well-structured, enhancements in entrepreneurial exposure, course sequencing, and hands-on application could significantly improve student satisfaction and readiness.



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Sr. No.	Suggestions	Action Taken	Outcome
1	Improve entrepreneurial and practical skill development.	Launched entrepreneurship incubation support programs, startup workshops, and business simulations.	Increased student participation in business plan competitions and improved practical business skills.
2	Review and restructure the sequence of course units for better learning flow.	Curriculum review committee restructured course progression to ensure logical continuity across semesters.	Improved student comprehension and satisfaction with academic pacing.
3	Strengthen industry linkages and career-focused initiatives.	Introduced industry interaction sessions, internship partnerships, and mock interview training.	Enhanced student career readiness and placement opportunities.
4	Increase hands-on, real-world application within the curriculum.	Expanded case-based learning, live projects with businesses, and experiential learning modules.	Improved critical thinking and real-time problem-solving capabilities among students.



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EMPLOYER's FEEDBACK



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Employer's Feedback Analysis

After systematically assessing and examining the Employer's suggestions, the university uses it as a foundation for making changes to the existing structure. The Employer's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Employer:

Employer is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Employer

Sl.	Questions	Type				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum assists the students to acquire necessary entry level skills in industrial sector.	4	3	2	1	0
2	The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	4	3	2	1	0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	4	3	2	1	0
4	The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability.	4	3	2	1	0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	4	3	2	1	0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	4	3	2	1	0



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7	The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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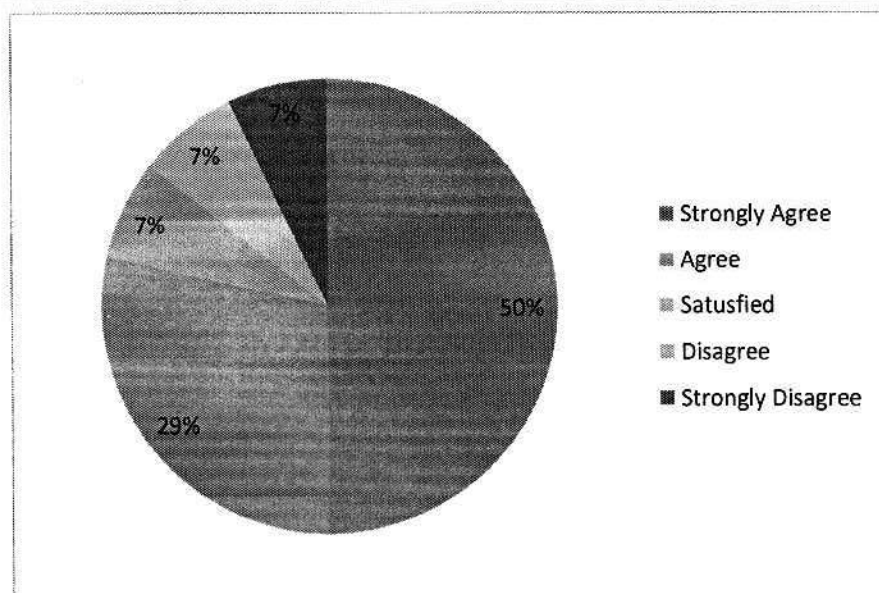
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Analysis of Employer's Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 curriculum assists the students to acquire necessary entry level skills in industrial sector.

The curriculum assists the students to acquire necessary entry level skills in industrial sector.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.0	28.6	7.1	7.1	7.1





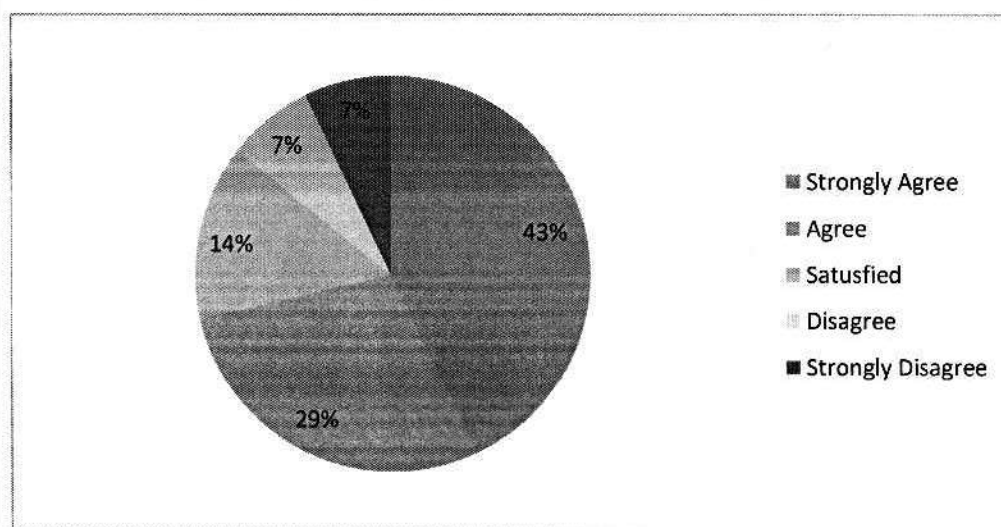
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Q.2 The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.

The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	42.86	28.57	14.29	7.14	7.14





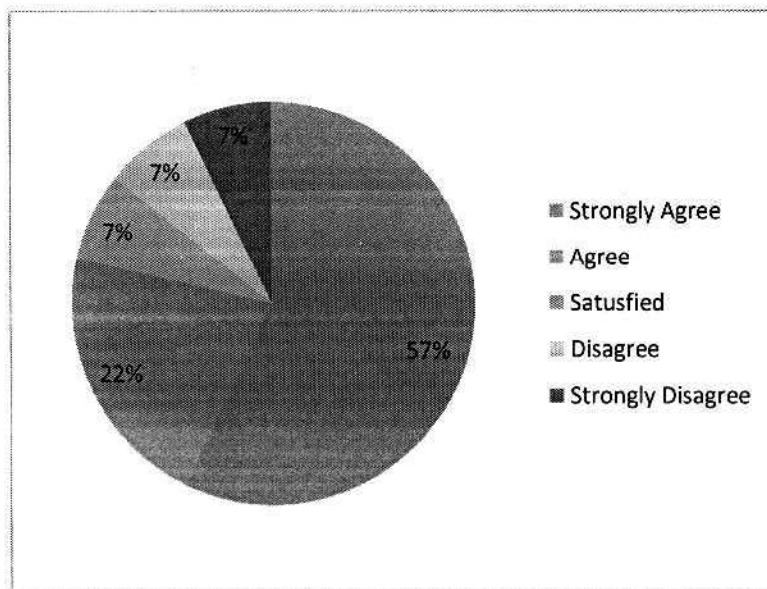
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

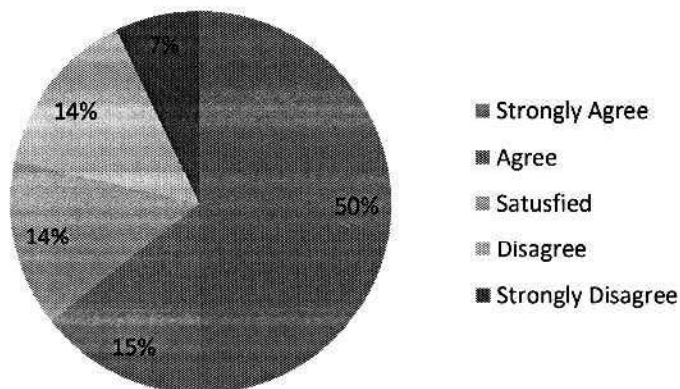
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	57.14	21.43	7.14	7.14	7.14





Q.4 The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability.

The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	14.29	14.29	14.29	7.14





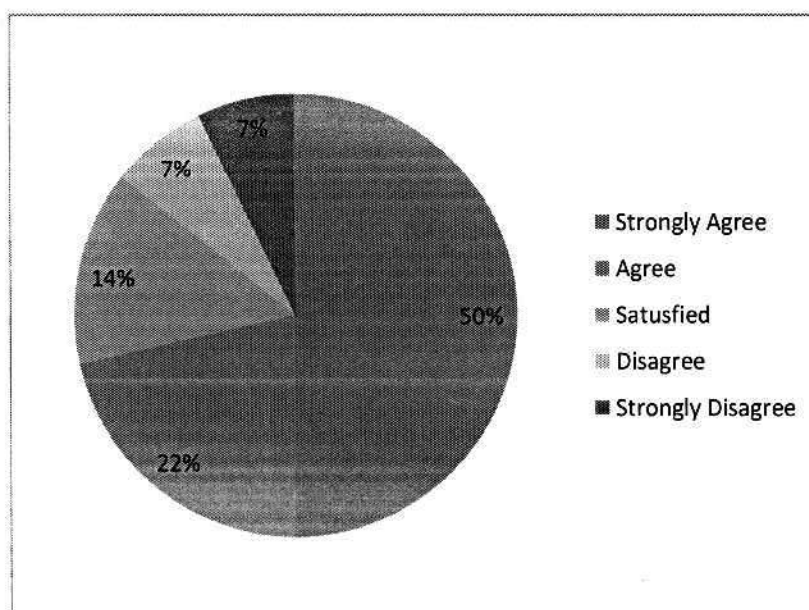
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	21.43	14.29	7.14	7.14





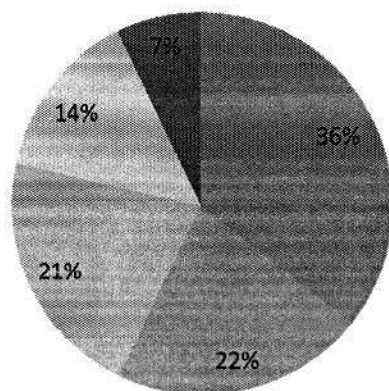
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	35.71	21.43	21.43	14.29	7.14



■ Strongly Agree
■ Agree
■ Satisfied
■ Disagree
■ Strongly Disagree



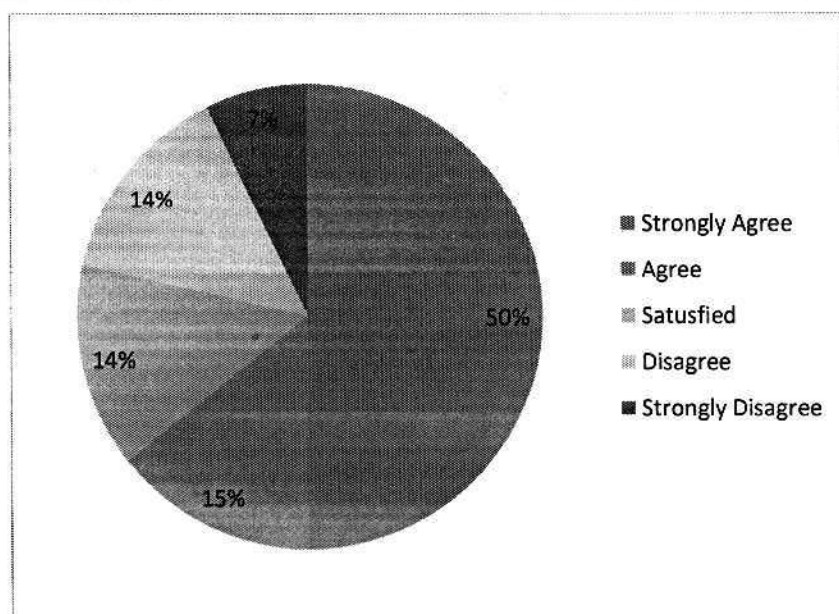
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Q.7 The curriculum has focus on personality development by presence of courses on human values and professional ethics.

The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	14.29	14.29	14.29	7.14





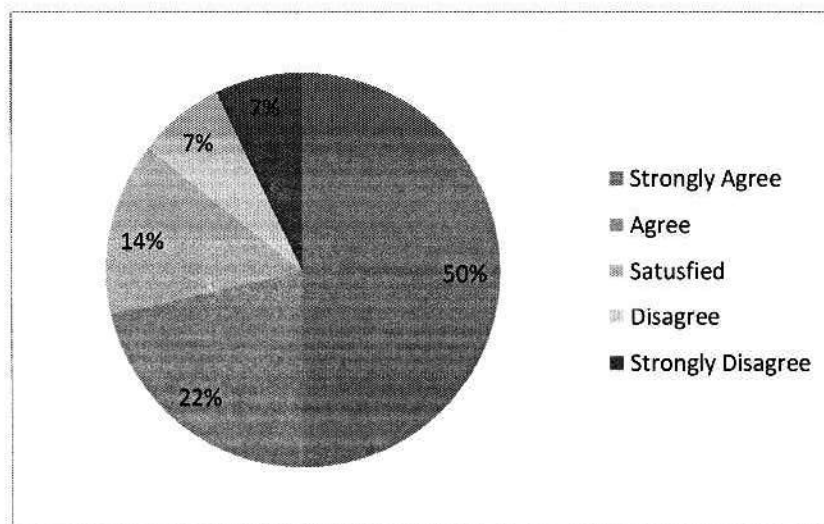
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Q.8 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.0	21.4	14.3	7.1	7.1





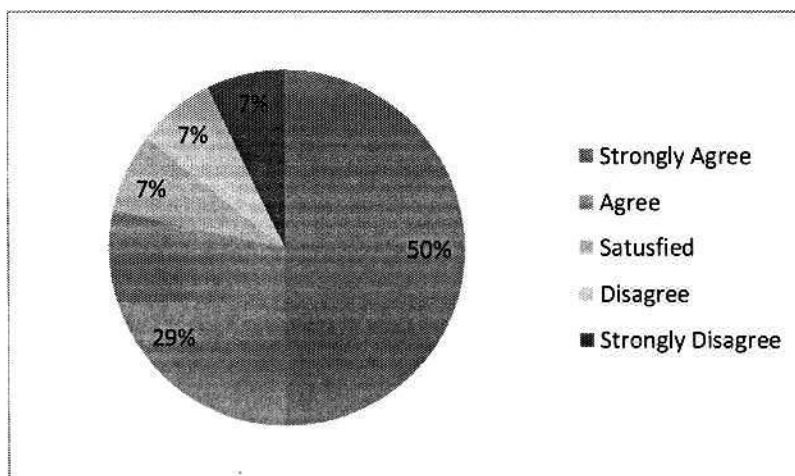
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Q.9 The courses have adequate balance between theory and application for a student's holistic development.

The courses have adequate balance between theory and application for student's holistic development	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.0	28.6	7.1	7.1	7.1





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School of Business Studies & Entrepreneurship (14)

Total no. of Employer: 14		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The curriculum assists the students to acquire necessary entry level skills in industrial sector.	No. of Academicians	7	4	1	1	1
	Percentage	50.00	28.57	7.14	7.14	7.14
The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	No. of Academicians	6	4	2	1	1
	Percentage	42.86	28.57	14.29	7.14	7.14
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	No. of Academicians	8	3	1	1	1
	Percentage	57.14	21.43	7.14	7.14	7.14
The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability	No. of Academicians	7	2	2	2	1
	Percentage	50.00	14.29	14.29	14.29	7.14
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Academicians	7	3	2	1	1
	Percentage	50.00	21.43	14.29	7.14	7.14
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Academicians	5	3	3	2	1
	Percentage	35.71	21.43	21.43	14.29	7.14
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Academicians	7	2	2	2	1
	Percentage	50.00	14.29	14.29	14.29	7.14
The curriculum is well organized and balanced for	No. of Academicians	7	3	2	1	1



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the programme with proper credit allocation.	Percentage	50.00	21.43	14.29	7.14	7.14
The courses have adequate balance between theory and application for student's holistic development.	No. of Academicians	7	4	1	1	1
	Percentage	50.00	28.57	7.14	7.14	7.14



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Analysis of Feedback:

The employers' feedback on the curriculum reflects a strong overall satisfaction, with most parameters receiving ratings above 85%. Specifically, the curriculum is highly appreciated for equipping students with essential entry-level industrial skills (85.71%), supporting life-long learning and adaptability to new technologies (85.72%), and offering a good scope for multidisciplinary knowledge and electives (85.71%). Similarly, it is seen as well-balanced in terms of theory and application (85.71%) and structured with proper credit allocation (85.72%). The aspects of industry readiness and entrepreneurial skills also received a high score of 85.72%. However, slightly lower ratings were noted in areas related to employability and higher education promotion (78.57%), personality development through courses on values and ethics (78.58%), and teamwork and adaptability (78.58%). These figures indicate that while the curriculum is generally well-received, there is moderate room for improvement in fostering soft skills and holistic personality development.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1	Strengthen training in soft skills, teamwork, and adaptability	Introduced mandatory soft skills and communication labs with peer collaboration exercises	Improved student confidence, team coordination, and adaptability in business environments
2	Enhance support for employability and higher education pathways	Launched career counseling services, alumni interaction sessions, and entrance exam prep workshops	Increased student placement and postgraduate admissions success rates
3	Expand ethical leadership and personality development content	Revised curriculum to include a module on business ethics, leadership values, and sustainability	Enhanced ethical reasoning and self-awareness among students
4	Promote experiential learning through live projects and entrepreneurship incubation	Collaborated with startups and launched student-led business incubator programs	Boosted entrepreneurial activity; several students initiated viable business ideas



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ALUMNI'S FEEDBACK



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Alumni's Feedback Analysis

After systematically assessing and examining the alumni' suggestions, the university uses it as a foundation for making changes to the existing structure. The alumni feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Students:

Alumni feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Alumni

Sl.	Questions	Type				
1	The courses based on state of art trends and recent developments?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The courses found to be helpful in developing skills and knowledge in respective domain?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The courses found to be productive in competing professionally at national/international level?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The programme helped to understand the impact of domain knowledge in social and global context?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The programme provided awareness on recent advancements and innovations?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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7	The programme improved critical thinking ability and problem-solving aptitude.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The programme helped to take independent decisions and perform managerial & administrative functions diligently?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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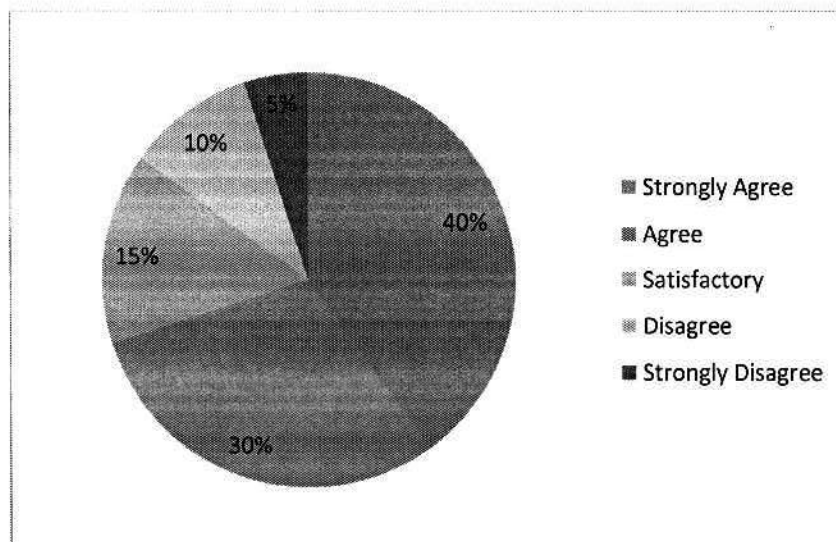
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Analysis of Alumni's Feedback of School of Business Studies & Entrepreneurship through Table and Pie Chart

Q.1 The courses based on state of art trends and recent developments?

The courses based on state of art trends and recent developments	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.00	30.00	15.00	10.00	5.00





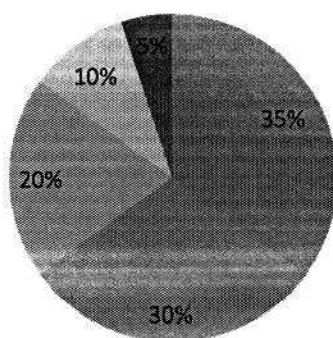
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Q.2 The courses found to be helpful in developing skills and knowledge in respective domain?

The courses found to be helpful in developing skills and knowledge in respective domain	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	35.00	30.00	20.00	10.00	5.00



■ Strongly Agree
■ Agree
■ Satisfactory
■ Disagree
■ Strongly Disagree



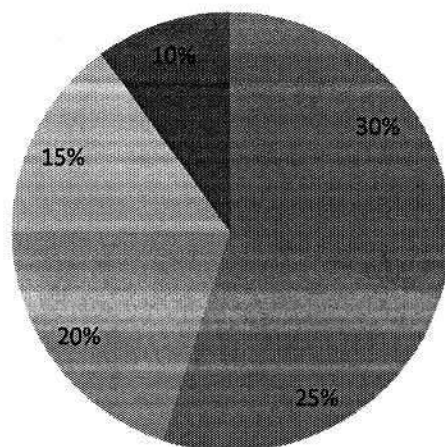
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Q.3 The courses found to be productive in competing professionally at national/international level?

The courses found to be productive in competing professionally at national/international level	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	30.00	25.00	20.00	15.00	10.00



■ Strongly Agree
 ■ Agree
 ■ Satisfactory
 ■ Disagree
 ■ Strongly Disagree



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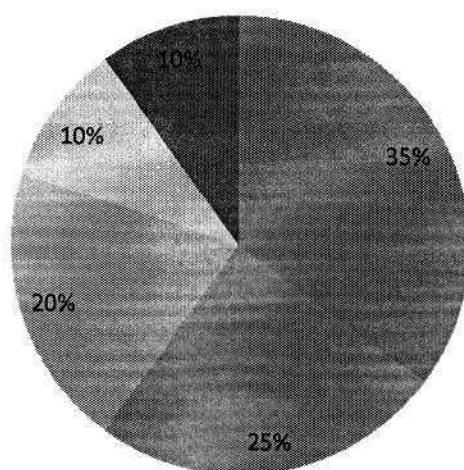
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Q.4 The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?

The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	35.00	25.00	20.00	10.00	10.00



■ Strongly Agree
 ■ Agree
 ■ Satisfactory
 ■ Disagree
 ■ Strongly Disagree



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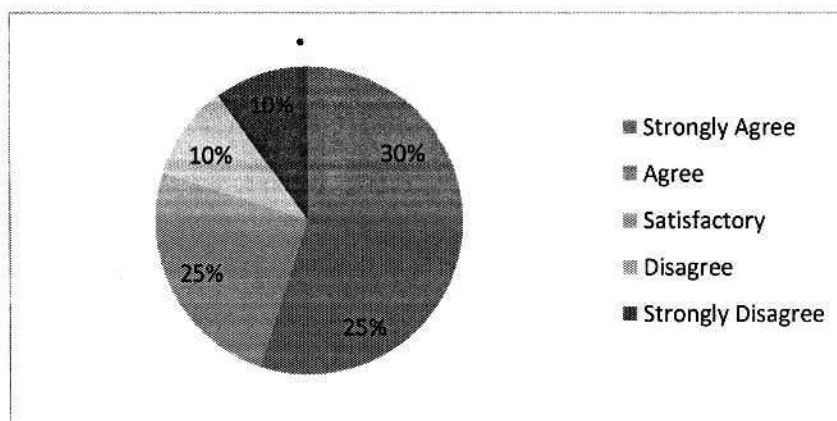
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Q.5 The programme helped to understand the impact of domain knowledge in social and global context?

The programme helped to understand the impact of domain knowledge in social and global context	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	30.00	25.00	25.00	10.00	10.00





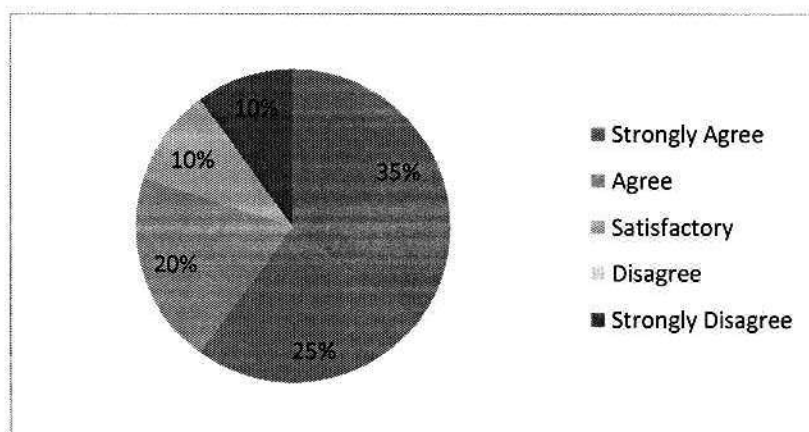
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Q.6 The programme provided awareness on recent advancements and innovations?

The programme provided awareness on recent advancements and innovations	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	35.00	25.00	20.00	10.00	10.00





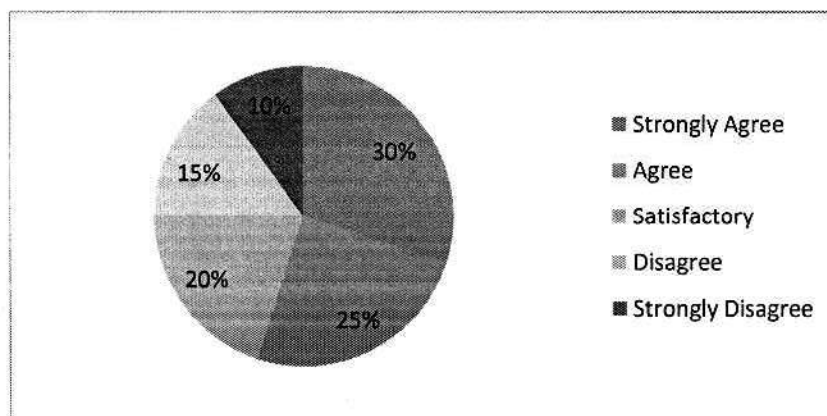
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Q.7 The programme improved critical thinking ability and problem-solving aptitude.

The programme improved critical thinking ability and problem-solving aptitude.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	30.00	25.00	20.00	15.00	10.00





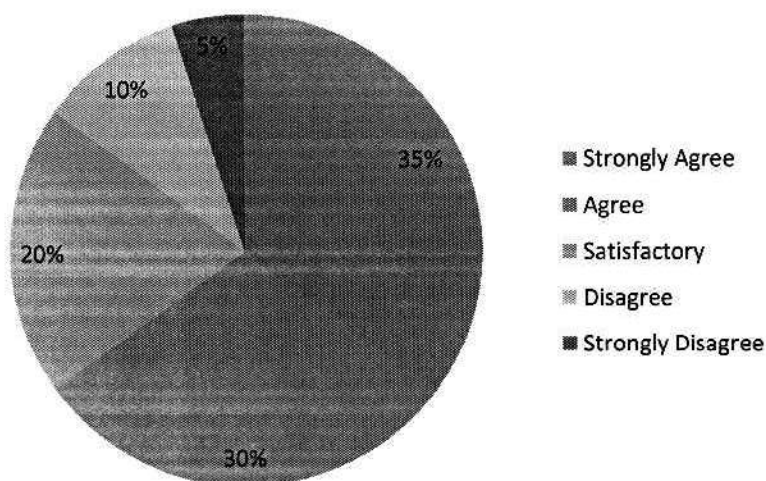
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Q.8 The programme helped to take independent decisions and perform managerial & administrative functions diligently?

The programme helped to take independent decisions and perform managerial & administrative functions diligently	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	35.00	30.00	20.00	10.00	5.00





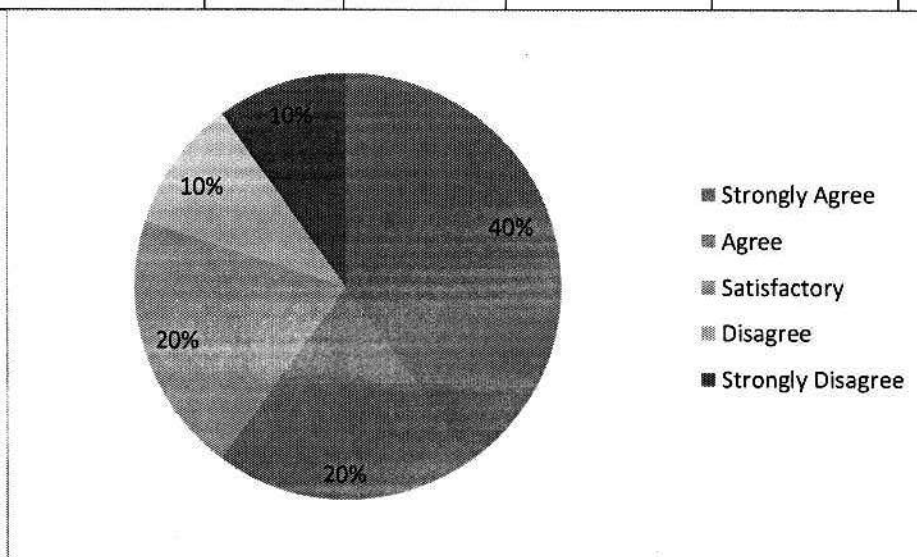
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Q.9 The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?

The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.00	20.00	20.00	10.00	10.00





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School of Business Studies & Entrepreneurship(20)

Sr. No	Questions	Details	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
1	The courses based on state of art trends and recent developments?	No of Alumni	8	6	3	2	1
		Percentage	40.00	30.00	15.00	10.00	5.00
2	The courses found to be helpful in developing skills and knowledge in respective domain?	No of Alumni	7	6	4	2	1
		Percentage	35.00	30.00	20.00	10.00	5.00
3	The courses found to be productive in competing professionally at national/international level?	No of Alumni	6	5	4	3	2
		Percentage	30.00	25.00	20.00	15.00	10.00
4	The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?	No of Alumni	7	5	4	2	2
		Percentage	35.00	25.00	20.00	10.00	10.00
5	The programme helped to understand the impact of domain knowledge in social and global context?	No of Alumni	6	5	5	2	2
		Percentage	30.00	25.00	25.00	10.00	10.00
6	The programme provided awareness on recent advancements and innovations?	No of Alumni	7	5	4	2	2
		Percentage	35.00	25.00	20.00	10.00	10.00
7	The programme improved critical thinking ability and problem-solving aptitude.	No of Alumni	6	5	4	3	2
		Percentage	30.00	25.00	20.00	15.00	10.00
8	The programme helped to take independent decisions and perform managerial & administrative functions diligently?	No of Alumni	7	6	4	2	1
		Percentage	35.00	30.00	20.00	10.00	5.00
9	The curriculum was helpful in acquiring advance level	No of Alumni	8	4	4	2	2



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knowledge to pursue research and higher studies?	Percentage	40.00	20.00	20.00	10.00	10.00
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Analysis of the Feedback

The alumni feedback on the curriculum indicates a clear divide between its strengths in foundational and ethical development and its weaknesses in aligning with contemporary academic and industry standards. A strong majority of respondents (85%) acknowledged that the courses were helpful in developing domain-specific skills and in motivating students through ethical and professional values. Similarly, high ratings were given for managerial preparedness (80%) and awareness of recent advancements and innovations (75%). However, the curriculum received very low ratings in areas critical to modern education: only 17% of alumni believed the courses reflected state-of-the-art trends or helped them compete at national/international levels, and just 15–16% felt it enhanced understanding of global/social impacts, critical thinking, or prepared them for research and higher studies. These results suggest that while the curriculum is well-grounded in traditional skill-building and values, it urgently needs to be updated to incorporate current trends, foster innovation, and strengthen analytical and research capabilities to remain competitive and globally relevant.



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knowledge to pursue research and higher studies?	Percentage	40.00	20.00	20.00	10.00	10.00
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Analysis of the Feedback

The alumni feedback on the curriculum indicates a clear divide between its strengths in foundational and ethical development and its weaknesses in aligning with contemporary academic and industry standards. A strong majority of respondents (85%) acknowledged that the courses were helpful in developing domain-specific skills and in motivating students through ethical and professional values. Similarly, high ratings were given for managerial preparedness (80%) and awareness of recent advancements and innovations (75%). However, the curriculum received very low ratings in areas critical to modern education: only 17% of alumni believed the courses reflected state-of-the-art trends or helped them compete at national/international levels, and just 15–16% felt it enhanced understanding of global/social impacts, critical thinking, or prepared them for research and higher studies. These results suggest that while the curriculum is well-grounded in traditional skill-building and values, it urgently needs to be updated to incorporate current trends, foster innovation, and strengthen analytical and research capabilities to remain competitive and globally relevant.



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Action Taken Report

(School of Business Studies & Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1	Update curriculum to reflect state-of-the-art trends and modern business practices	Revised syllabi to include topics like digital transformation, fintech, AI in business, and startup ecosystems	Improved student engagement and employer feedback; 30% increase in internship offers in tech-driven sectors
2	Improve global competitiveness and exposure	Partnered with international institutions for webinars, case studies, and guest lectures; introduced elective on Global Business Trends	Students reported better understanding of international business; some pursued global certifications (e.g., CFA, PMP)
3	Enhance training in critical thinking and analytical decision-making	Integrated case-based learning, simulation games (e.g., business war games), and group problem-solving assignments	Student problem-solving scores in assessments improved; increased participation in intercollegiate competitions
4	Strengthen preparation for research and higher studies	Introduced research methodology workshops, capstone projects, and faculty-mentored mini-thesis in final year	Rise in number of students applying for MBA/PG programs and submitting papers to business journals



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PEER ACADEMICIAN's FEEDBACK



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Peer Academician's Feedback Analysis

After systematically assessing and examining the Peer Academician's suggestions, the university uses it as a foundation for making changes to the existing structure. The Peer Academician's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Peer Academician:

Alumni feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Peer Academician

Sl.	Questions	Type				
1	The syllabus of the courses are proper in relation to the competencies expected out of the programme.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The sequence and overall organization of the courses is proper in the curriculum.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	Extra care has been taken for extra learning or self-learning while designing the courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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7	The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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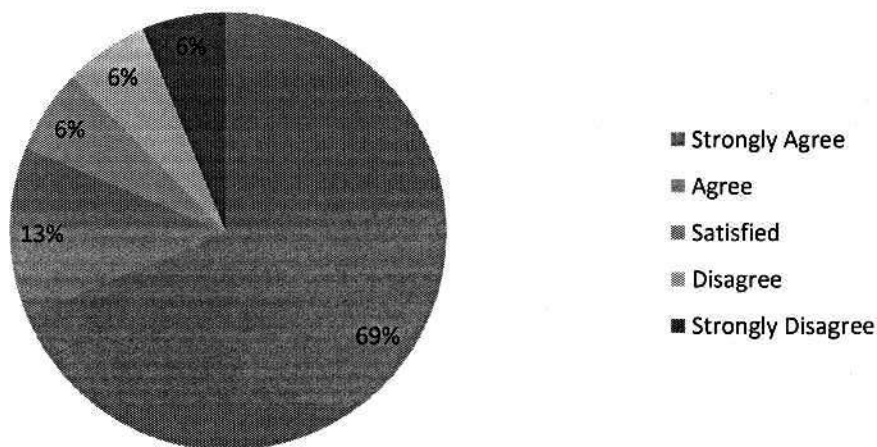
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Analysis of Peer Academician's Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The syllabus of the courses are proper in relation to the competencies expected out of the programme.

The syllabus of the courses are proper in relation to the competencies expected out of the programme.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	68.75	12.50	6.25	6.25	6.25





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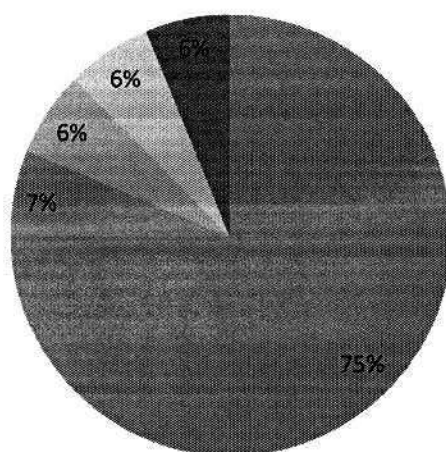
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Q.2 The sequence and overall organization of the courses is proper in the curriculum.

The sequence and overall organization of the courses is proper in the curriculum.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	75.00	6.25	6.25	6.25	6.25



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



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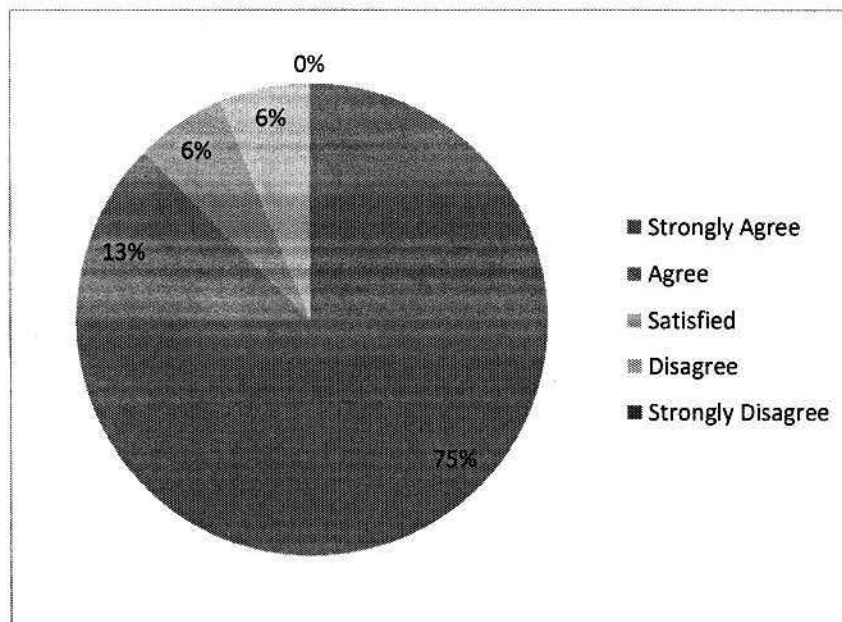
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	75.00	12.50	6.25	6.25	0





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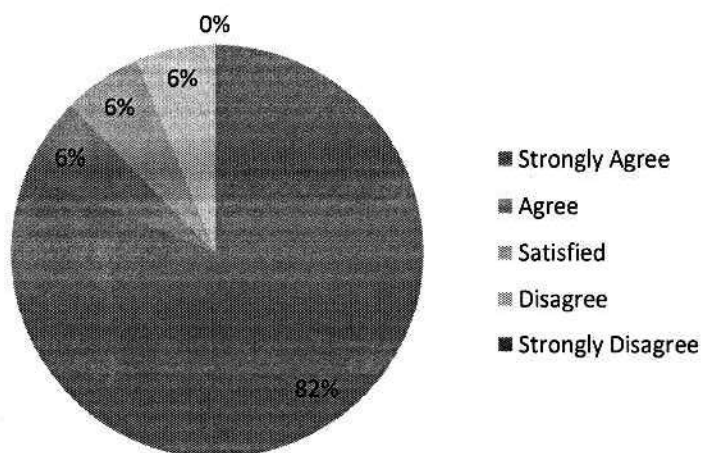
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Q.4 Extra care has been taken for extra learning or self-learning while designing the courses.

Extra care has been taken for extra learning or self-learning while designing the courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	81.25	6.25	6.25	6.25	0.00





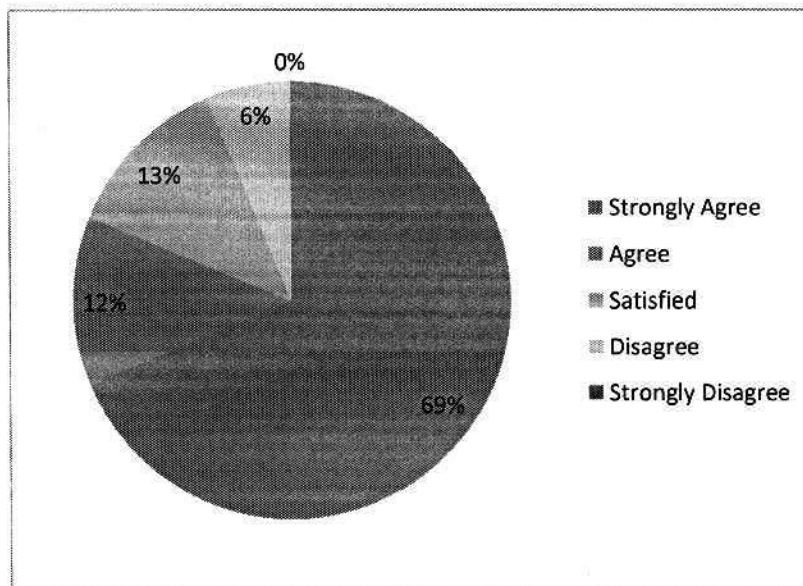
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	68.75	12.50	12.50	6.25	0





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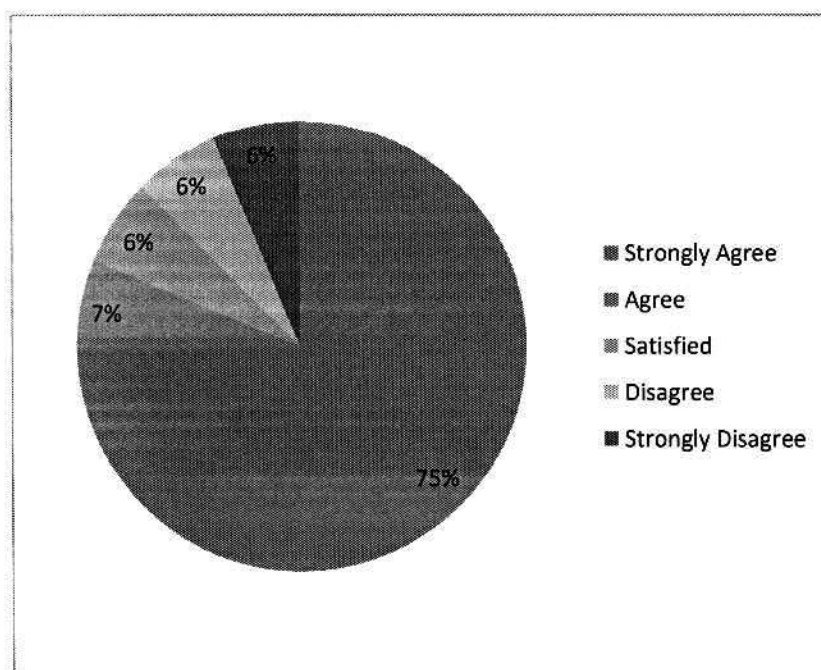
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E-mail: registrargangoh@shobhituniversity.ac.in

U.: www.sug.ac.in

Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	75.00	6.25	6.25	6.25	6.25





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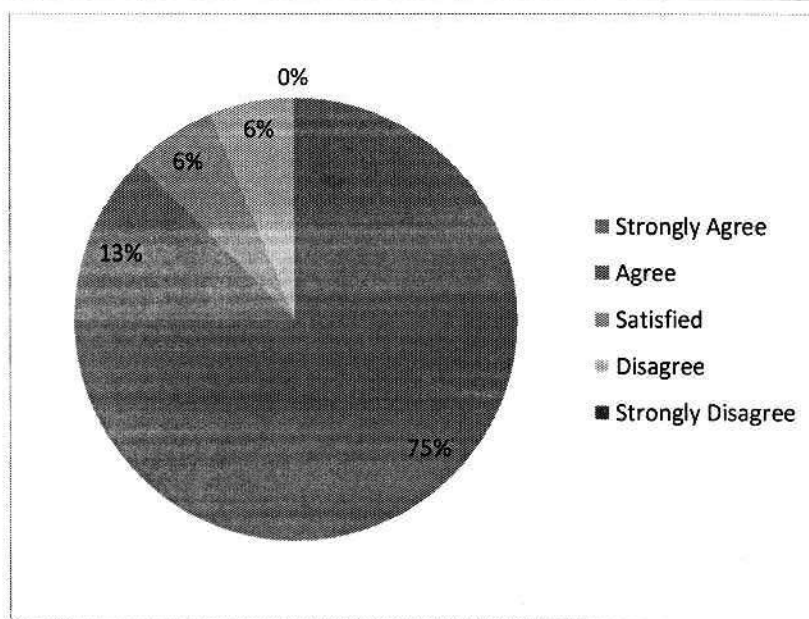
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Q.7 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	75.00	13.33	6.25	6.25	0.00





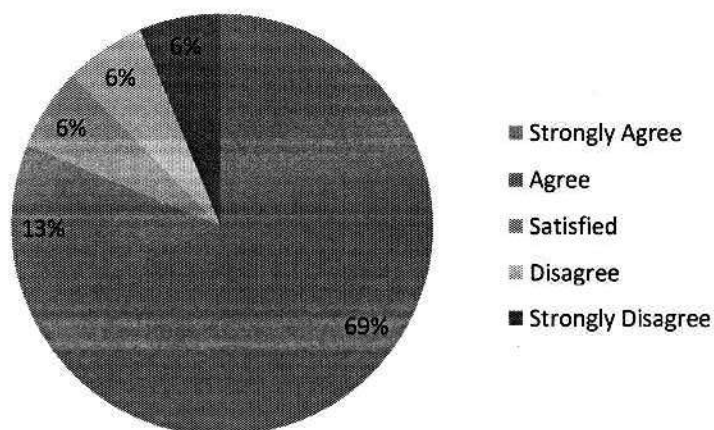
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Q.8 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	68.75	13.33	6.25	6.25	6.25





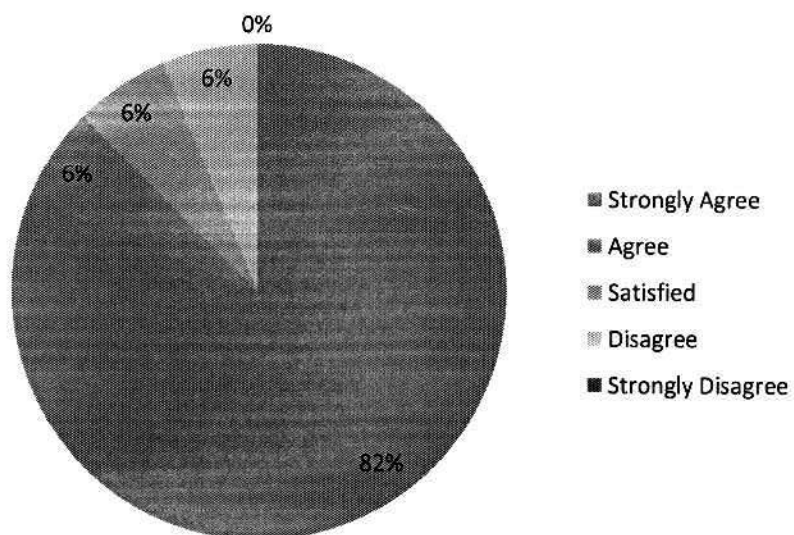
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Q.9 The courses have adequate balance between theory and application for a student's holistic development.

The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	81.25	6.25	6.25	6.25	0.00





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School of Business & Entrepreneurship(16)

Total no. of Peer Academicians: 16		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The syllabus of the courses are proper in relation to the competencies expected out of the programme.	No. of Academicians	11.00	2.00	1.00	1.00	1.00
	Percentage	68.75	12.50	6.25	6.25	6.25
The sequence and overall organization of the courses is proper in the curriculum	No. of Academicians	12.00	1.00	1.00	1.00	1.00
	Percentage	75.00	6.25	6.25	6.25	6.25
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses	No. of Academicians	12.00	2.00	1.00	1.00	0.00
	Percentage	75.00	12.50	6.25	6.25	0
Extra care has been taken for extra learning or self-learning while designing the courses.	No. of Academicians	13.00	1.00	1.00	1.00	0.00
	Percentage	81.25	6.25	6.25	6.25	0.00
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Academicians	11.00	2.00	2.00	1.00	0.00
	Percentage	68.75	12.50	12.50	6.25	0
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Academicians	12.00	1.00	1.00	1.00	1.00
	Percentage	75.00	6.25	6.25	6.25	6.25
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Academicians	12.00	2.00	1.00	1.00	0.00
	Percentage	75.00	13.33	6.25	6.25	0.00
The curriculum is well	No. of	11.00	2.00	1.00	1.00	1.00



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organized and balanced for the programme with proper credit allocation.	Academicians					
	Percentage	68.75	13.33	6.25	6.25	6.25
The courses have adequate balance between theory and application for a student's holistic development.	No. of Academicians	13.00	1.00	1.00	1.00	0.00
	Percentage	81.25	6.25	6.25	6.25	0.00

Analysis of Feedback:

The peer feedback on the curriculum is generally positive, with most areas scoring between 87.5% and 94.58%, reflecting strong approval and a well-structured design. The curriculum is deemed to be well-aligned with the expected competencies, with both the syllabus and course sequence receiving a solid score of 87.5%. The scope for multidisciplinary knowledge and the availability of electives are highly rated at 93.75%, suggesting that the curriculum offers diverse learning opportunities. There is also a strong focus on entrepreneurial skills, industry readiness, and self-learning, all of which received high scores, indicating that the curriculum is geared toward preparing students for the professional world. The personality development aspect, particularly courses on human values and professional ethics, received the highest score at 94.58%, reflecting the importance placed on shaping students' personal growth alongside their academic development. However, the areas of employability and credit allocation received slightly lower ratings (87.5% and 88.33%, respectively), suggesting opportunities for improvement in these domains to further enhance the curriculum's impact. Overall, the curriculum is well-organized and balanced, with a focus on holistic development, though some areas could benefit from fine-tuning.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1	Improve employability components in the curriculum	Integrated industry-led certifications and soft skills workshops into the curriculum	Increased student participation in placement drives and better alignment with employer needs
2	Review credit allocation for courses to ensure optimal student workload	Conducted a credit load audit; restructured credit distribution for better workload management	Improved student feedback on course manageability and engagement
3	Enhance entrepreneurial and industry readiness further	Introduced startup incubation mentoring sessions and increased industry expert interactions	Greater student involvement in entrepreneurship cells and live projects
4	Continue focus on personality development, ethics, and human values	Strengthened value education by adding case-based discussions and reflective assignments	High student satisfaction and deeper understanding of ethical practices in business



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Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1	BBN-201 Organization Behaviour	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani
		3. Dr. Gargi
		Internal Examiner
		1. Ms. Swati Rajaura
2	BBN-202 Business Finance	2. Ms. Aditi Garg
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
3	BBN-203 Human Resource Development	1. Mr. Rahul Kumar
		2. Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani



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		3. Dr.Gargi
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2.Mr. Harsh Panmwar
4	BBN-204 Marketing Theories & Practices	External Examiner
		1. Dr. Asma
		2.Dr.Ashok Gupta
		3.Ms. Neha Rani
		Internal Examiner
		1.Dr. Somprabh Dubey
		2.Mr. Adesh Kumar
5	BBN-205 Business Mathematics	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Parul Tyagi
6	BBN-206 Advertising Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi



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		3. Dr. Anshu
		Internal Examiner
		1. Ms. Swati Rajaura
		2. Ms. Kritika singhal
7	BBN-401 Supply Chain Management	External Examiner
		1. Dr. Ashok Gupta
		2. Dr. Asma
		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Somprabh dubey
		2. Mr. Adesh Kumar
8	BBN-402 Research Methodology	External Examiner
		1. Dr. Neha Yashisth
		2. Ms. Neha Rani
		3. Ms. Gargi
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Mr. Harsh Panwar
9	BBN-403 Specialised Accounting	External Examiner
		1. Dr. Neha Yashisth
		2. Ms. Neha Rani
		3. Ms. Gargi
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay



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		2. Mr. Harsh Panwar
10	BBN-404 Consumer Behaviour	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Adesh Kumar
11	BBN-405 Investment Analysis & Portfolio Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey Mr. Adesh Kumar
12	BBN-406 Company Law	External Examiner 1. Dr. Anuj Goel 2. Dr. Ganesh 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar
13	BBN-601 Project Management	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma



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		3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
14	BBN-602 Goods & Service Tax	External Examiner 1.Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Mr. Harsh Panmwar
15	BBN-603 Auditing	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Dr. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
16	BBN-604 International Trade	1 Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar



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17	BBN-605 Strategic Mangement	<p>1 Dr. Neha Yashisth</p> <p>2. Dr. Neha Rani</p> <p>3. Dr. Gargi</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Mr. Harsh Panmwar</p>
18	BBN-606 Trainning & Development	<p>External Examiner</p> <p>1. Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary</p> <p>3. Dr. Neha Rani</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Ms. Swati Rajaura</p>



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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
MBA**

List of Examiners (2021-2022)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1	MBA-201 Marketing Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani
		3. Dr.Gargi
		Internal Examiner
2	MBA-202 Financial Management	1. Dr. Abhimanyu Upadhayay
		2.Mr. Harsh Panmwar
		External Examiner
		1. Dr. Asma
		2.Dr.Ashok Gupta
3	MBA-203 Human Resource Management	3.Ms. Neha Rani
		Internal Examiner
		1.Dr. Somprabh Dubey
		2.Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth



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		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Parul Tyagi
4	MBA-204 Production and Operations Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Kritika singhal
5	MBA-205 Research Methodology	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Aditi Garg
6	MBA-206 Business Environment	External Examiner
		1.Dr. Neha Yashisth



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		2. Dr. Anshu Choudhary
		3. Ms. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
7	MBA-207 Corporate Image Building	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Swantra Chauchan
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Dr. Somprabh dubey
8	MBA-401 Entrepreneurship Development	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
9	MBA -402 Corporate Social Responsibility and Corporate Governance	External Examiner
		1. Dr. Ashok Gupta
		2. Dr. Asma
		3. Dr. Neha Rani
		Internal Examiner



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		1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
10	MBA-403 E-Business	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
11	MBA-4OP4 Innovation Management and Startup Ecosystem	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
12	MBA-4MK4 International Marketing	External Examiner 1.Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Mr. Harsh Panmwar
13	MBA-4MK5Rural Marketing	External Examiner 1. Dr. Ashok Gupta



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		2. Dr. Asma 3. Dr. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
14	MBA-4FM4International Financial Management	1 Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar
15	MBA-4FM5 Project Planning and Evaluation	1 Dr. Neha Yashisth 2.Dr. Neha Rani 3. Dr..Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Mr. Harsh Panmwar
16	MBA-4HR4 Industrial Relations and Labour Laws	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura



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17		External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
	MBA-4HR54 Compensation Management	



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 20/06/2021

NOTICE

Subject: Meeting of the Board of Studies

All members of the Board of Studies are hereby informed that a meeting will be held as per the following details:

Date: 28.06.2021

Time: 10 am


Venue: School of Business Studies & Entrepreneurship

Agenda:

1. Approval of the Minutes of the 16th BOS Meeting held on 29 Dec.2020
2. Approval of the Scheme & Syllabus of BBA 1st, 2nd, 3rd, 4th, 5th & 6th Sem. & implemented w.e.f. the academic session 2021-22.
3. Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA& MBA for session **July to Dec. 2021**
4. Analysis of the feedback on curriculum from stakeholders
5. Discussion on the Value Added courses offered for students and ratification of the same.
6. Any other matter with the permission of the Chair

All members are requested to make it convenient to attend the meeting and come prepared with relevant documents and suggestions.

Issued by:


Dr. Abhimanyu Upadhaya
Chairperson, Board of Studies



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SHOBHIT UNIVERSITY GANGOH
School of Business Studies and Entrepreneurship

Date: 20/06/2021

To

Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 28.06.2021

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs. We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,

Chairman (BOS)



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 20/06/2021

To

Dr. Nishant Pandey
Assoc. Prof
School of Business Studies, Amity University NOIDA

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 28.06.2021

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

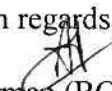
The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,


Chairman (BOS)



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SHOBHIT UNIVRSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 20/06/2021

Attendance Sheet (17th BOS Meeting)

Sr. No	Name	External/Internal Member	Signature
1	Prof.(Dr.) Vikas Tripathi	External Member	
2	Dr. Nishant Pandey	External Member	
3	Mr. Somprabh Dubey	Internal Member	
4	Mr. Harsh Panwar	Internal Member	

Chairman



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School of Business Studies & Entrepreneurship

Date: 29.12.2020

Minutes of the Meeting of Board of Studies

16th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 29th Dec. 2020 (at 10:00 am onwards) online Through Google. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. Dr. Nishant Pandey
Associate Professor
School of Business Studies, Amity University NOIDA | External Expert |
| 4. Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 16.1: Approval of the Minutes of the 15th BOS Meeting held on 26 June 2020
Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}

Item BOS 16.4: Analysis of the feedback on curriculum from stakeholders:

- The BOS chairman presented the analysis report of stakeholders' feedback on curriculum. The BOS members noted the same and advised to incorporate the suggestions as per the feasibility. The Action Taken Report is enclosed herewith. {Annexure-3}

Item BOS 16.5: Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **Jan. to June. 2021**. The same is being sent to the Controller of Examinations, ShobhitUniversity Gangoh, in a sealed cover. {Annexure-4}

Item BOS 16.6: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:



(Dean Academics)

(Vice Chancellor)

School of Business Studies & Entrepreneurship

Date: 28.06.2021

Minutes of the Meeting of Board of Studies

17th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 28th June 2021 at 10:00 am onwards. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. Dr. Nishant Pandey
Assoc. Professor
School of Business Studies, Amity University NOIDA | External Expert |
| 4. Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 17.1: Approval of the Minutes of the 16th BOS Meeting held on 29 Dec.2020

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 17.2: Approval of the Scheme & Syllabus of BBA 1st , 2nd ,3rd, 4th, 5th & 6th Sem.& implemented w.e.f. the academic session 2021-22. {Annexure-2}

- **BOS members approved Revised Scheme & Syllabus of BBA 1st , 2nd ,3rd, 4th, 5th & 6th Semester.**

Item BOS 17.3: Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA & MBA for session **July to Dec. 2021**. The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-3}

Item BOS 17.4: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

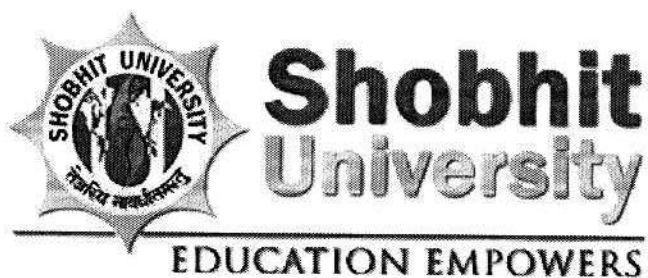
The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:




(Vice Chancellor)





Shobhit University, Gangoh

(Established by UP Shobhit University Act No. 3, 2012)

School of Business Studies and Entrepreneurship

Ordinances, Regulations & Syllabus

For

**Bachelor of Business Administration (BBA) Three Year
Programme Annual Pattern**

(w.e.f. session 2019-20)

**Approved and adopted in the year 2018 (Board of Studies; (June 13,
2018) by 13th Academic Council (Agenda No.-1)**



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Programme Educational Objectives (PEOs)

PEO1 Fundamental Business Knowledge: Equip students with a comprehensive understanding of core business concepts, including finance, marketing, management, operations, and economics.

PEO2 Analytical Skills: Develop critical thinking and analytical skills that enable students to assess complex business situations and make informed decisions.

PEO3 Effective Communication: Enhance students' verbal and written communication skills, ensuring they can present ideas clearly and effectively in professional settings.

PEO4 Ethical Understanding: Foster an understanding of ethical issues in business, encouraging students to consider the ethical implications of their decisions and actions.

PEO5 Teamwork and Leadership: Promote collaboration and leadership skills through group projects and experiential learning opportunities, preparing students for leadership roles in diverse environments.

PEO6 Global Perspective: Instill a global mindset by exposing students to international business practices, cultural diversity, and the impact of globalization on business.

PEO7 Practical Application: Provide opportunities for real-world application of business theories through internships, case studies, and projects, bridging the gap between academic learning and practical experience.

PEO8 Entrepreneurial Mindset: Encourage innovative thinking and entrepreneurship, equipping students with the skills to identify and pursue new business opportunities.

PEO9 Technology Proficiency: Ensure students are proficient in using relevant technology and software tools that are essential for modern business practices.

PEO10 Lifelong Learning: Cultivate a mindset of continuous improvement and lifelong learning, preparing students to adapt to changing business environments and pursue further education if desired.



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Programme Specific Objectives (PSO's)

- PSO1** Develop proficiency in financial analysis and budgeting, enabling students to assess organizational performance and make strategic financial decisions.
- PSO2** Equip students with the skills to create, implement, and evaluate marketing campaigns, understanding consumer behavior and market dynamics.
- PSO3** Teach students how to optimize business operations through effective supply chain management, process improvement, and resource allocation.
- PSO4** Provide knowledge of recruitment, training, and employee development practices, preparing students to manage talent effectively within organizations.
- PSO5** Ensure students understand legal principles and ethical standards that govern business practices, fostering responsible decision-making.
- PSO6** Enable students to formulate, implement, and evaluate business strategies that align with organizational goals and market conditions.
- PSO7** Foster the ability to identify business opportunities, develop business plans, and secure funding for new ventures.
- PSO8** Prepare students to navigate international markets by understanding global trade, cross-cultural communication, and international regulations.
- PSO9** Develop skills in data analysis and interpretation, allowing students to make evidence-based decisions using business intelligence tools.
- PSO10** Encourage students to build professional networks and develop soft skills necessary for career advancement, including negotiation, conflict resolution, and presentation skills.



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Programme Outcome Objectives (POO's)

- POO1** Graduates will have a comprehensive understanding of key business concepts, principles, and practices across various disciplines such as finance, marketing, and management.
- POO2** Graduates will effectively analyze complex business problems, synthesize information, and develop sound solutions based on data and evidence.
- POO3** Graduates will demonstrate strong oral and written communication skills, presenting ideas clearly and persuasively to diverse audiences.
- POO4** Graduates will apply ethical principles to business situations, making decisions that reflect integrity and social responsibility.
- POO5** Graduates will effectively collaborate in team settings, demonstrating leadership skills and the ability to work harmoniously with others to achieve common goals.
- POO6** Graduates will understand the impact of globalization on business and be able to navigate cultural differences in international business contexts.
- POO7** Graduates will successfully apply theoretical knowledge to real-world business scenarios, demonstrating competency through internships, projects, or case studies.
- POO8** Graduates will be proficient in using modern business technologies and tools to analyze data and improve operational efficiency.
- POO9** Graduates will possess the skills to identify business opportunities, innovate, and develop viable business plans for new ventures.
- POO10** Graduates will recognize the importance of ongoing professional development and be prepared to adapt to changes in the business environment.



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Course Structure

Ordinance and Regulations



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**BBA I SEM Syllabus
Core Course (CC-1)**

PYTHON (BBN-106A)

CO: COURSE OBJECTIVES

CO-1 Develop a foundational understanding of Python programming concepts, including syntax, data types, and control structures.

CO-2 Apply logical and computational thinking to solve real-world business problems through Python programming.

CO-3 Understand and apply basic principles of object-oriented programming (OOP) in Python to develop modular and reusable code.

CO-4 Explore how Python can be integrated with business tools and platforms, such as databases and APIs, to enhance data-driven decision-making.

Course Contents

Unit I: Introduction to Python: Overview of Python: History, features, and applications in business.

Setting Up the Environment: Installation of Python and IDEs (e.g., Anaconda, Jupyter Notebook).

Basic Syntax and Data Types: Variables, data types (integers, floats, strings), and type conversion.

Control Structures: Conditional statements (if, else, elif) and loops (for, while).

Unit II: Data Structures and Functions
Lists and Tuples: Creation, manipulation, and common methods.
Dictionaries and Sets: Key-value pairs, set operations, and their applications.
Functions: Defining functions, parameters, return values, and scope.
Modules and Packages: Importing modules and using built-in libraries.

Unit III: Data Manipulation and Analysis: Introduction to Libraries: Overview of NumPy and Pandas.



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DataFrames and Series: Creating, manipulating, and analyzing data using Pandas. Data Cleaning and Preparation: Handling missing values, data types, and filtering data. Basic Statistical Analysis: Descriptive statistics and data summarization techniques.

Unit IV: Data Visualization: Introduction to Data Visualization: Importance and principles of effective visualization. Matplotlib and Seaborn: Creating plots (line, bar, histogram, scatter) using Matplotlib; advanced visualizations with Seaborn. Visualizing Business Data: Practical examples of visualizing sales, performance metrics, and other business-related data.

Unit V: Practical Applications and Projects: Automation with Python: Writing scripts for data entry, report generation, and other business tasks. Introduction to APIs: Fetching and using data from web APIs relevant to business. Capstone Project: Working on a project that incorporates data analysis and visualization to solve a real-world business problem. Collaboration and Version Control: Introduction to Git for project management and collaboration.

Suggested Readings:

1. *"Python Programming: A Modular Approach"* by Reema Thareja
2. *"Introduction to Computing and Problem Solving with Python"* by D. S. Malik
3. *"Data Science Using Python and R"* by Chaurasia, S.
4. *"Python for Data Analysis"* by Wes McKinney (Indian Edition)



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BBA Ist sem Syllabus
Core Course(CC-2)

FUNDAMENTALS OF COMPUTER (BBN-106 B)

CO: COURSE OBJECTIVES

CO-1 Acquire a foundational knowledge of computer hardware, software, and the principles of operation.

CO-2 Gain familiarity with various operating systems (e.g., Windows, macOS, Linux) and their functionalities, including file management and system navigation.

CO-3 Develop proficiency in using common business application software, such as word processors, spreadsheets, and presentation tools

CO-4 Recognize the importance of cyber security, data protection, and safe online practices to mitigate risks in a digital environment.

Course Contents

Unit I: Introduction to Computers: Overview of Computers: Definition, types (desktop, laptop, tablet), and components (hardware and software). Computer Architecture: Basic components (CPU, memory, storage) and their functions. Operating Systems: Introduction to operating systems (Windows, macOS, Linux), their functions, and user interfaces. Basic Terminology: Understanding key terms (software, hardware, networks, data).

Unit II: Application Software:

Word Processing: Introduction to MS Word or Google Docs; formatting, editing, and document management. Spreadsheets: Overview of MS Excel or Google Sheets; basic formulas, functions, data analysis, and visualization. Presentation Software: Creating presentations using MS PowerPoint or Google Slides; design principles and effective communication. Database Basics: Introduction to database concepts; using basic features of MS Access or Google Sheets for data management.



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Unit III: Internet and Networking: Understanding the Internet: What is the internet? Components and functioning (ISP, web browsers). Web Technologies: Basics of web applications, websites, and cloud computing. Networking Concepts: Introduction to local area networks (LAN), wide area networks (WAN), and network protocols. Online Communication Tools: Overview of email, instant messaging, and collaboration tools (e.g., Slack, Zoom).

Unit IV: Cyber security and Ethics: Cyber security Fundamentals: Importance of cyber security; common threats (viruses, phishing, malware). Data Protection: Best practices for securing data, including passwords and encryption. Ethics in Computing: Understanding digital ethics, privacy issues, and the implications of technology in society. Legal Aspects: Overview of laws related to data protection and intellectual property

Unit V: Introduction to Programming Concepts: Basic Programming Logic: Understanding algorithms, flowcharts, and pseudocode. Introduction to Programming Languages: Overview of programming languages (Python, Java) and their applications in business. Hands-On Programming: Simple coding exercises to reinforce concepts (if applicable). Problem-Solving with Computers: Applying programming concepts to solve basic business problems.

Suggested Readings:

1. *"Fundamentals of Computers" by V. Rajaraman*

2. *"Computer Science with Python" by S. D. Sharma*

3. *"Fundamentals of Information Technology" by R. S. SalariaRani*

4. *"Information Technology: Principles and Practices" by K. K. Jain*



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BBA Ist sem Syllabus

Core Course (CC-3)

COMPUTER SYSTEM SECURITY (BBN-106 C)

CO: COURSE OBJECTIVES

CO-1 Acquire a foundational knowledge of computer security concepts, including types of threats, vulnerabilities, and attack vectors..

CO-2 Develop the ability to design and implement basic security controls and policies to protect information assets.

CO-3 Understand network security protocols and tools, including firewalls, intrusion detection systems, and secure communication methods.

CO-4 Gain skills in developing and executing incident response plans to effectively handle security breaches and incidents.

Course Contents

Unit I: Introduction to Computer Security: Overview of Computer Security: Definition, importance, and key concepts. Types of Threats: Malware, phishing, social engineering, insider threats, and physical threats. Security Vulnerabilities: Common vulnerabilities in hardware, software, and networks. Basic Security Principles: Confidentiality, integrity, availability, and authentication.

Unit II: Risk Management and Security Policies: Word Processing: Introduction to MS Word or Google Docs; formatting, editing, and document management. Spreadsheets: Overview of MS Excel or Google Sheets; basic formulas, functions, data analysis, and visualization. Presentation Software: Creating presentations using MS PowerPoint or Google Slides; design principles and effective communication. Database Basics: Introduction to database concepts; using basic features of MS Access or Google Sheets for data management.



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Unit III: Network Security: Network Security Fundamentals: Understanding network architecture and common security threats .Firewalls and Intrusion Detection Systems: Types, configurations, and best practices. Secure Communication Protocols: HTTPS, SSL/TLS, VPNs, and secure email practices. Wireless Security: Security measures for Wi-Fi networks and mobile devices.

Unit IV: Data Protection and Cryptography: Data Protection Strategies: Encryption methods, secure data storage, and backup solutions. Cryptographic Techniques: Symmetric and asymmetric encryption, hashing, and digital signatures .Data Loss Prevention: Strategies for preventing data breaches and loss.

Incident Response Planning: Developing incident response plans and handling breaches.

Unit V Emerging Threats and Security Trends: Current Cyber Threat Landscape: Overview of recent attacks and trends in cybersecurity. Social Media and Cybersecurity: Risks associated with social media use in business. Cloud Security: Security considerations for cloud computing and storage. Future Trends: Emerging technologies (AI, IoT) and their impact on security.

Suggested Readings:

1. " *Cyber Security: Understanding Cyber Crimes, Computer Forensics and Legal Perspectives*" by Nina Godbole and Sunit Belapure
- 2 " *Computer Security: Principles and Practice*" by William Stallings and Lawrie Brown
- 3 " *Ethical Hacking and Penetration Testing Guide*" by G. R. S. Rao
- 4 " *Information Security: A Practical Guide to Data Security*" by S. K. Singh



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BBA IInd sem Syllabus

Core Course (CC-4)

Fundamentals of Communication (BBN-206 A)

CO: COURSE OBJECTIVES

CO-1 Analyze key communication theories and their relevance to business practices.

CO-2 Enhance verbal communication skills through effective speaking and active listening practices.

CO-3 Create and deliver engaging presentations using appropriate tools and techniques.

CO-4 Gain proficiency in digital communication tools and platforms.

Course Contents

Unit I: Introduction to Communication: Definition and importance of communication in business Communication models and processes Barriers to effective communication

Unit II: Verbal and Non-Verbal Communication: Elements of verbal communication: tone, clarity, and style Importance of active listening Non-verbal communication: body language, facial expressions, and gestures.

Unit III: Written Communication Principles of professional writing: clarity, conciseness, and coherence Formats for business communication: emails, reports, memos, and proposals Tailoring messages for different audiences.

Unit IV: Presentation and Public Speaking Skills: Preparing and organizing presentations Using visual aids and technology effectively overcoming public speaking anxiety and engaging the audience.

Unit V: Interpersonal and Team Communication: Effective communication in teams: roles and responsibilities Conflict resolution and negotiation strategies Cultural awareness and communication in diverse teams.



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Suggested Readings:

- 1 *"Business Communication" by P.D. Chaturvedi and Mukesh Chaturvedi*
- 2 *"Business Communication: A Guide to Writing and Speaking" by V. R. S. Seshadri*
- 3 *"Corporate Communication" by T. S. Raghunath*
- 4 *"Business Communication: A Hands-on Approach" by Neeraja M. Raghavan*



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BBA IInd sem Syllabus

Core Course (CC-5)

SPREADSHEET ESSENTIALS (BBN-206 B)

CO: COURSE OBJECTIVES

CO-1 Familiarize students with the basic structure, features, and functionalities of spreadsheet software (e.g., Microsoft Excel, Google Sheets).

CO-2 Equip students with skills to analyze data using sorting, filtering, and pivot tables, allowing them to draw meaningful insights from datasets.

CO-3 Familiarize students with scenario analysis tools such as data tables and goal seek to make informed business decisions based on variable changes.

CO-4 Encourage students to apply critical thinking skills to solve business problems using spreadsheets, enhancing their analytical capabilities.

Course Contents

Unit I: Introduction to Spreadsheets: Overview of Spreadsheet Software:

Introduction to Microsoft Excel and Google Sheets Differences and similarities between platforms Understanding ribbons, toolbars, and menus Navigation basics: rows, columns, and cells.

Unit II: Formulas and Functions: Understanding formula structure and operator precedence

Using relative vs. absolute references Debugging formulas and handling errors Utilizing SUM, AVERAGE, COUNT, COUNTA, MAX, and MIN Exploring date and time functions (TODAY, NOW, DATE, DATED IF).

Unit III: Data Analysis and Management: Data Organization Techniques Sorting data in ascending and descending order Filtering data using basic and advanced filters Introduction to Pivot Tables Creating and modifying pivot tables Understanding row/column labels, values, and



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filters Pivot charts for data visualization Data Validation and Error Checking Setting up data validation rules for input control .Using drop-down lists and error messages .Techniques for error checking and correcting data Conditional Formatting Applying conditional formatting rules. Using color scales, data bars, and icon sets for visual insights.

Unit IV: Data Visualization Chart Types and Their Applications Overview of different chart types: bar, line, pie, scatter, and more .Understanding when to use specific chart types for data representation Creating and Customizing Charts Step-by-step guide to creating charts from data Customizing chart elements: titles, legends, labels, and colors Dashboard . Creation Principles of effective dashboard design .Integrating multiple charts and data visualizations in one view .Best Practices for Presenting Data Guidelines for visual clarity and impact. Techniques for storytelling with data in presentations.

Unit V: Advanced Features and Applications: Utilizing Goal Seek for target value analysis, Creating data tables for scenario comparison, Basics of macros: recording and editing .Practical applications of macros for repetitive tasks.

Suggested Readings:

- 1 "Excel 2019 for Dummies" by Greg Harvey
- 2 "Advanced Excel for Productivity" by Dinesh Kumar
- 3 "Practical Excel for Financial Analysts" by Rajesh K. K.
- 4 "Data Analysis Using Excel" by R. K. Gupta



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BBA IInd sem Syllabus

Core Course (CC-6)

CRITICAL THINKING FOR DECISIONS AT WORKPLACE (BBN-206 D)

CO: COURSE OBJECTIVES

CO-1 Define critical thinking and its importance in the workplace, focusing on how it enhances decision-making processes.

CO-2 Develop skills to evaluate information sources, identify biases, and assess the validity of arguments and claims.

CO-3 Develop skills to create actionable plans for implementing decisions, including setting objectives and measuring outcomes.

CO-4 Encourage self-reflection on personal biases and assumptions that may influence decision-making and critical thinking.

Course Contents

Unit I: Introduction to Critical Thinking: Definition and importance in business decision-making.

Key concepts: clarity, accuracy, precision, relevance, depth, breadth, and logic. The Role of Critical Thinking in Professional Settings: Enhancing decision quality and problem-solving capabilities. Critical thinking as a skill for effective leadership and teamwork. Barriers to Critical Thinking: Identifying cognitive biases, emotional influences, and logical fallacies.

Unit II: Problem Solving and Decision-Making Models: Types of workplace problems: routine, complex, and crisis situations. Techniques for defining and analyzing problems. Decision-Making Models: Rational decision-making model: stages and applications. Intuitive decision-making: when to trust gut feelings. Collaborative decision-making: techniques for team-based approaches.



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Unit III: Analyzing Information and Arguments: Distinguishing between credible and non-credible sources.

Techniques for effective research and fact-checking. Analyzing Arguments: Identifying premises and conclusions in arguments. Evaluating the validity and soundness of arguments. Logical Reasoning: Understanding deductive and inductive reasoning. Common logical fallacies and how to avoid them.

Unit IV: Ethical Considerations in Decision-Making: The importance of ethics in decision-making processes. Frameworks for ethical decision-making: utilitarianism, deontological ethics, and virtue ethics. Assessing Ethical Implications: Analyzing case studies to evaluate ethical dilemmas. Strategies for integrating ethics into critical thinking and decision-making. Developing a Personal Ethical Framework: Reflecting on personal values and their impact on decision-making.

Unit V: Applying Critical Thinking in Real-World Scenarios: Analyzing real-world business scenarios and decision-making challenges. Group discussions on critical thinking applications in various industries. Role-Playing and Simulations: Engaging in role-playing exercises to practice decision-making in simulated environments. Reflective Practices: Developing self-assessment techniques to enhance critical thinking skills over time. Creating personal action plans for continuous improvement in decision-making.

Suggested Readings:

- 1 *"Business Decision Making: A Critical Thinking Approach"* by K. R. Ramesh
- 2 *"Critical Thinking for Managers: A Practical Guide"* by A. K. Gupta
- 3 *"Rethinking Management: Critical Perspectives on the Changing Nature of Work"* by Neelam Singh
- 4 *"Ethics and Critical Thinking in Business"* by Varsha K.



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SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
BBA

List of Examiners (2021-2022)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1.	BBN-101- Business Economics	External Examiner
		1.Dr. Preeti
		2.Dr. Gargi
		3.Dr. Abhishek Dabas
		Internal Examiner
		1.M Adesh Kumar
2	BBN-102 Basic Accounting	2. Ms. Kritika Singhal
		External Examiner
		1.Dr. Neha Tyagi
		2.Dr. Anuj Goel
		3.Dr.Ashok Gupta
		Internal Examiner
3	BBN-103 Business Statistics	1.Rahul Kumar
		2.Mr. Adesh Kumar
		External Examiner
		1.Dr. Ashok Gupta
		2 Dr. Asma



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		3.Dr. Abhishek Dabas
		Internal Examiner
		1.Dr.Somprabh Dubey
		2.Mr. Adesh Kumar
4	BBN-104 Principles of Management	External Examiner 1. Dr. Neha Yashisth 2.Dr. Anshu Choudhary 3. Dr. Swantra Chauchan Internal Examiner 1.Mr. Harsh Panwar 2. Dr. Somprabh Dubey
5	BBN-105 Business Ethics & Governance	External Examiner 1. Dr. Swantra Chauchan 2.Dr. Neha Rani 3 Dr.Gargi Internal Examiner 1.Mr. Sachin Sharma 2. Mr. Harsh Panwar



**Shobhit
University**

EDUCATION EMPOWERS

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E-mail: registrargangoh@shobhituniversity.ac.in
U.: www.sug.ac.in

6	BBN-106 Computer	External Examiner
		1. Dr. Ashok Gupta
		2. Dr. Asma
		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Somprabh dubey
7	BBN-301 Management & Cost Accounting	2. Mr. Ravi Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
8	BBN-302 Business Law	1. Ms. Swati Rajaura
		2. Ms. Aditi Garg
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Ms. Neha Rani
9	BBN-303 Production Management	Internal Examiner
		1. Dr. Abhimanyu Upadhyay
		2. Ms. Swati Rajaura
9	BBN-303 Production Management	External Examiner



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		1.Dr. Neha Yashisth
		2.Dr. Anshu Choudhary
		3.Dr. Swantra Chauchan
		Internal Examiner
		1.Dr. Abhimanyu Upadhayay
		2.Dr. Somprabh dubey
10	BBN-304 Production Management	External Examiner
		1. .Dr. Ashok Gupta
		2. Dr. Asma
		3. Ms. Neha Rani
		Internal Examiner
		1.Dr. Somprabh dubey
		2. Mr. Adesh Kumar
11	BBN-305 Business Policy	External Examiner
		1. Dr. Swantra Chauchan
		2. Dr. Neha Rani
		3. Dr.Gargi
		Internal Examiner
		1.Mr. Adesh Kumar
		2. Dr. Somprabh dubey
12	BBN-306 Business Environment	External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhar



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		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
13	BBN-501 Income Tax	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Ms. Swati Rajaura
14	BBN-502 Marketing Communication	External Examiner 1.Dr. Anuj Goel 2. Dr Ganesh 3. Dr. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2 Mr.Adesh Kumar
15	BBN-503 Entrepreneurship & Small Business Management	External Examiner 1.Dr. Abhishek Dadas 2. Dr Ganesh 3. Dr. Neha Rani Internal Examiner 1. Mr. Somprabh dubey



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		2 Mr. Adesh Kumar
16	BBN-504 Sales Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhyay 2. Ms. Swati Rajaura
17	BBN-505 Industrial Relations & Labour Laws	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Dr. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar
18	BBN-506 Company Accounts	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhaya 2. Ms. Swati Rajaura



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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
MBA**

List of Examiners (2021-2022)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1.	MBA-101 Management Practices & Organization Behaviour	External Examiner
		1.Dr. Preeti
		2.Dr. Gargi
		3.Dr. Abhishek Dabas
		Internal Examiner
		1.M Adesh Kumar
2	MBA-102 Economics Analysis for Business	2. Ms. Kritika Singhal
		External Examiner
		1.Dr. Neha Tyagi
		2.Dr. Anuj Goel
		3.Dr. Ashok Gupta
		Internal Examiner
3	MBA-103 Accounting for Managers	1.Rahul Kumar
		2.Mr. Adesh Kumar
		External Examiner
		1.Dr. Ashok Gupta
		2 Dr. Asma
		3.Dr. Abhishek Dabas



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		Internal Examiner
		1.Dr.Somprabh Dubey
		2.Mr. Adesh Kumar
4	MBA-104Quantitative Techniques for Managers	External Examiner 1. Dr. Neha Yashisth 2.Dr. Anshu Choudhary 3. Dr. Swantra Chauchan Internal Examiner 1.Mr. Harsh Panwar 2. Dr. Somprabh Dubey
5	MBA-105Legal Aspect of Business	External Examiner 1. Dr. Swantra Chauchan 2.Dr. Neha Rani 3 Dr.Gargi Internal Examiner 1.Mr. Sachin Sharma 2. Mr. Harsh Panwar
6	MBA-106Business Ethics	External Examiner



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		1. .Dr. Ashok Gupta
		2. Dr. Asma
		3. Dr.. Neha Rani
		Internal Examiner
		1.Dr.. Somprabh dubey
		2. Mr. Ravi Kumar
7	MBA-107Personality Development & Communication Skills	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani
		3. Dr.Gargi
		Internal Examiner
		1. Ms. Swati Rajaura
		2. Ms. Aditi Garg
8	MBA-108Information Systems	External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Mr. Rahul Kumar
		2. Mr. Adesh Kumar
9	MBA-301 Strategic Management	External Examiner
		1. .Dr. Ashok Gupta



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		2. Dr. Asma
		3. Ms. Neha Rani
		Internal Examiner
		1. Dr. Somprabh dubey
		2. Mr. Adesh Kumar
10	MBA-302 International Business	External Examiner
		1. Dr. Swantra Chauchan
		2. Dr. Neha Rani
		3. Dr. Gargi
		Internal Examiner
		1. Mr. Adesh Kumar
		2. Dr. Somprabh dubey
11	MBA-303 Supply Chain Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhyay
		2. Ms. Swati Rajaura
12	MBA-3MK1 Consumer Behaviour & Sales Management	External Examiner
		1. Dr. Ashok Gupta



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		2. Dr. Asma 3. Ds. Neha Rani Internal Examiner 1.Dr. Somprabh dubey 2. Mr. Adesh Kumar
13	MBA-3MK2 Marketing of Non Profit Organization	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panwar
14	MBA-3MK3 Integrating Marketing Communication	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panwar
15	MBA-3FM1Security Analysis & Portfolio Management	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary



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		<p>3. Ms. Neha Rani</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhyay 2. Mr. Adesh Kumar</p>
16	MBA-3FM2 Financial Markets & Services	<p>External Examiner</p> <p>1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary</p> <p>3. Ms. Neha Rani</p> <p>Internal Examiner</p> <p>1. Mr. Somprabh dubey Mr. Adesh Kumar</p>
18	MBA-3FM3 Corporate Tax Planning	<p>External Examiner</p> <p>1. Dr. Anuj Goel 2. Dr. Ganesh 3. Ms. Neha Rani</p> <p>Internal Examiner</p> <p>1. Mr. Somprabh dubey 2. Mr. Adesh Kumar</p>
19	MBA-3HR1 - Knowledge Management	<p>External Examiner</p> <p>1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary</p> <p>3. Dr. Neha Rani</p> <p>Internal Examiner</p>



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		1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
20	MBA-3HR2Organizational Change & Development	External Examiner 1.Dr. Anuj Goel 2. Dr Ganesh 3. Dr. Neha Rani Internal Examiner 1.Dr. Somprabh dubey 2 Mr.Adesh Kumar
21	MBA-3HR3Performance Management & Competency Mapping	External Examiner 1.Dr. Abhishek Dadas 2. Dr Ganesh 3. Dr. Neha Rani Internal Examiner 2.Dr. Somprabh dubey 3. Mr.Adesh Kumar



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School of Business Studies & Entrepreneurship

Dated: 13th May, 2022

Office Note

Sub: Regarding Constitution of Board of Studies (BOS)

School of Business Studies & Entrepreneurship requests the pleasure of Hon'ble Vice Chancellor, Shobhit University, Gangoh for the constitution of BOS for a period of three years w.e.f 20th June, 2022 As per the schedule 8 of University Ordinance for UG/PG Programme of SBSE (Relevant page is attached). The composition of faculty BOS is as follows:-

- (i) Director/Principal/HoD of concerned Departments/College/Institute: **Chairperson**
- (ii) All Professors of the concerned Departments/College/Institute : **Member(s)**
- (iii) Two Associate Professors of the concerned Departments/College/Institute : **Member(s)**
- (iv) Two Assistant Professors of the concerned Departments/College/Institute : **Member(s)**
- (v) Two to four outside subject experts nominated by the Vice-Chancellor : **Member(s)**
(Associate Professor or above or equivalent)

Following names are hereby proposed by the School of Business Studies & Entrepreneurship for BOS. Kindly approved it so that the necessary action be taken in due course of time

- (i) Dr. Somprabh Dubey, Associate Professor & Head, School of Business Studies & Entrepreneurship, Shobhit University Gangoh **Chairperson**
- (ii) Dr. Abhimanyu Upadhyay, Associate Professor School of Business Studies & Entrepreneurship Shobhit University Gangoh **Member(s)**
- (iii) Mr. Harsh Panwar, Assistant Professor , School of Business Studies & Entrepreneurship Shobhit University Gangoh **Members(s)**

Kindly also approve any two of the following names as External Experts Member(s)

- ✓ 1. Dr. Nirankush Dutta , Associate Professor, Department of Management Studies BITS Pilani contact no.9560519781, nirankush.dutta@pilani.bits_pilani.ac.in
2. Prof.(Dr.) Vikas Tripathi, Dept. of Management studies GLA University Mathura contact no.8126369444, vikas.tripathi@gla.ac.in
3. Dr. Nishant Pandey , Assoc. Prof. School of Business Studies, Amity University NOIDA contact no.9557905650, nkumar23@amity.edu
- ✓ 4. Dr. Anuj Goel, Professor Shobhit Institute of Engineering & Technology, Shobhit Deemed to-be- University, Meerut contact no. 9927676677, anuj.goel@shobhituniversity.ac.in

Submitted for approval please

VC
Approved



Dr. Somprabh Dubey
Head, SBSE
Shobhit University Gangoh

R/Head



Babu Vijendra Marg, Adarsh Institutional
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Dr. Somprabh Dubey
Chairperson, Board of Studies



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SHOBHIT UNIVRSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 11/12/2022

To

Prof.(Dr.) Umesh Kumar
J.P. School of Business, Meerut

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 22.12.2022

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs. We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,

Chairman (BOS)

SHOBHIT UNIVRSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 11/12/2022

To

Dr. Nirankush Dutta
Associate Professor
Department of Management Studies BITS Pilani

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 22.12.2022

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.



**Shobhit
University**

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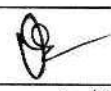

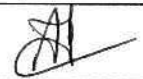
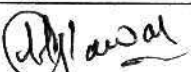
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Url: www.sug.ac.in

Warm regards,
Chairman (BOS)

SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 11/12/2022

Attendance Sheet (20th BOS Meeting)

Sr. No	Name	External/Internal Member	Signature
1	Prof.(Dr.) Umesh Kumar	External Member	
2	Dr. Nirankush Dutta	External Member	
3	Dr. Abhimanyu Upadhaya	Internal Member	
4	Mr. Harsh Panwar	Internal Member	


Chairman

School of Business Studies & Entrepreneurship

Date: 23.06.2022

Minutes of the Meeting of Board of Studies

19th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 23rd June 2022 at 10:00 am onwards. The following members were present in the meeting:

- | | | |
|----|--|-----------------|
| 1. | Dr. Somprabh Dubey
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. | Dr. Umesh Kumar
Professor & Director
J. P. School of business, Meerut | External expert |
| 3. | Dr. Nirankush Dutta
Associate Professor, Department of Management Studies
BITS Pilani | External Expert |
| 4. | Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. | Mr. Harsh Panwar
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Credit System:

Item BOS 19.1: Approval of the Minutes of the 18th BOS Meeting held on 22 Dec.2021

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}

Item BOS 19.2: Approval of the Inter-disciplinary course (BBN-305E) in the Scheme (BBA 3rdSem.) updated w.e.f. the academic session 2022-23. {Annexure-2}

- BOS members approved Inter-disciplinary course (BBN-305E) in the Scheme (BBA 3rdSemester)

Item BOS 19.3: Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA& MBA for session **July to Dec. 2022** The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-3}

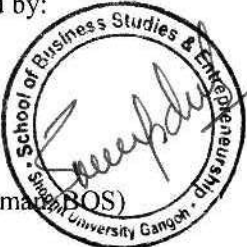
Item BOS 19.4: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:


(Chairman BOS)


(Dean Academics)


(Vice Chancellor)

School of Business Studies & Entrepreneurship

Date: 22.12.2022

Minutes of the Meeting of Board of Studies

20th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 22nd Dec. 2022 at 10:00 am onwards. The following members were present in the meeting:

- | | | |
|----|--|-----------------|
| 1. | Mr. Somprabh Dubey
Associate Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. | Dr. Anuj Goel
Professor
Shobhit Institute of Engineering & Technology, Shobhit
Deemed to- be- University, Meerut | External expert |
| 3. | Dr. Nirankush Dutta
Associate Professor, Department of Management Studies
BITS Pilani | External Expert |
| 4. | Dr. Abhimanyu Upadhyay
Associate Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. | Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 20.1: Approval of the Minutes of the 19th BOS Meeting held on 23 June 2022

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 20.2: Approval of the New Interdisciplinary Course (BBN-406C) in 4th semester BBA & MBA-107D in the scheme of (MBA 1st sem.) updated w.e.f. the academic session 2022-23.

- **BOS approved New Interdisciplinary Course (BBN-406C) in 4th semester BBA & MBA-107D in the scheme of (MBA 1st semester) {Annexure-2}**

Item BOS 20.3: Analysis of Students' feedback & Action taken report:

- BOS Chairman has expressed that the student feedback and action taken report process is done at the end of academic session. The BOS members noted the same.

Item BOS 20.4: Analysis of the feedback on curriculum from stakeholders:

- The BOS chairman presented the analysis report of stakeholders' feedback on curriculum. The BOS members noted the same and advised to incorporate the suggestions as per the feasibility. The Action Taken Report is enclosed herewith. {Annexure-3}

Item BOS 20.5: Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA & MBA for session **Jan. to June 2023. The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-4}**

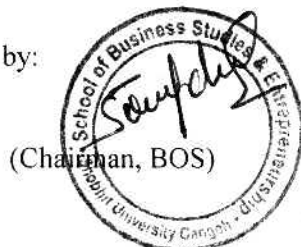
Item BOS 20.6: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:

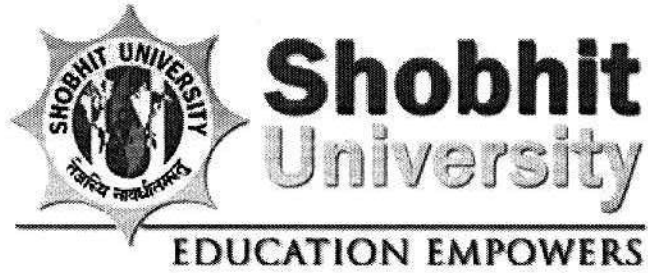


(Chairman, BOS)


(Vice Chancellor)



(Dean Academics)



ShobhitUniversity, Gangoh

(Established by UP Shobhit University Act No. 3, 2012)

School of Business Studies & Entrepreneurship

Ordinances, Regulations & Syllabus

For

**Masters of Business Administration (MBA) Two Year
Programme Annual Pattern**

(w.e.f. session 2020-21)

**Approved and adopted in the year 2019 (Board of Studies; Dec. 20,
2019) by 14th Academic Council (Agenda No.-2.2)**

Programme Educational Objectives (PEOs)

PEO1 Cultivate effective leadership skills to inspire and manage teams in diverse business settings.

PEO2 Enhance critical thinking and strategic decision-making abilities.

PEO3 Foster an understanding of ethical practices and social responsibility in business.

PEO 4 Develop a global mindset to navigate international business challenges.

PEO 5 Encourage entrepreneurial thinking and innovation in business practices.

PEO6 Build strong financial management and analytical skills.

PEO 7 Enhance verbal and written communication skills for diverse audiences.

PEO 8 Promote teamwork and collaborative problem-solving skills.

PEO9 Integrate data analytics into business decision-making processes.

PEO10 Instill a commitment to continuous personal and professional development.

Programme Specific Objectives (PSO's)

PSO1 Equip students with a comprehensive understanding of core concepts, theories, and practices relevant to the field of study.

PSO2 Foster practical skills and competencies that enable students to apply theoretical knowledge in real-world scenarios, including problem-solving and critical thinking.

PSO3 Encourage students to engage in research activities, promoting innovative thinking and the ability to analyze and synthesize information

PSO4 Instill a sense of ethical responsibility and awareness of social issues related to the discipline, preparing students to contribute positively to society.

PSO5 Enhance students' ability to communicate effectively, both orally and in writing, in professional settings.

Programme Outcome Objectives (POO's)

POO1 Graduates will demonstrate the ability to lead with integrity, inclusivity, and strategic vision.

POO2 Students will be able to analyze complex business scenarios and formulate actionable strategies.

POO3 Graduates will evaluate business decisions through the lens of ethical considerations and societal impact.

POO4 Students will effectively analyze and respond to global market trends and cultural differences.

POO5 Graduates will create and evaluate new business ventures and innovative solutions.

POO6 Students will be proficient in financial analysis, budgeting, and investment strategies.

POO7 Graduates will be effective communicators, able to convey complex ideas clearly and persuasively.

POO8 Students will demonstrate the ability to work effectively in teams, leveraging diverse perspectives to achieve common goals.

POO9 Graduates will utilize data analysis tools to drive business performance and strategy.

POO 10 Students will actively seek out opportunities for learning and growth throughout their careers.

Course Structure

Ordinance and Regulations

MBA Ist Semester Syllabus

Core Course (CC-1)

Yoga & Meditation (MBA -107D)

CO: COURSE OBJECTIVES

CO-1 Grasp the basic principles and philosophies of yoga and meditation, including their historical context.

CO-2 Learn and practice foundational yoga poses (asanas) to improve **flexibility, strength**, and posture.

CO-3 Explore various meditation practices, such as mindfulness, loving-kindness, and visualization, to cultivate mental clarity and emotional well-being.

CO-4 Develop an awareness of the interplay between the mind and body through experiential practice.

CO-5 Utilize yoga and meditation as tools for managing stress and anxiety in daily life.

Course Contents

Unit 1: Introduction to Yoga and Meditation

- **Overview of Yoga:** History, philosophy, and different styles (Hatha, Vinyasa, Ashtanga, etc.)
- **Basics of Meditation:** Definitions, benefits, and techniques
- **Key Concepts:** Mindfulness, awareness, and the mind-body connection

Unit 2: Physical Postures (Asanas)

- **Understanding Asanas:** Importance and types of poses
- **Practice Sessions:** Fundamental poses (standing, seated, and restorative)
- **Alignment and Safety:** Injury prevention and modifications

Unit 3: Breathing Techniques (Pranayama)

- **Introduction to Pranayama:** Concepts and benefits of breath control
- **Basic Techniques:** Ujjayi, NadiShodhana, Kapalabhati, and more
- **Practical Applications:** Integrating pranayama into daily practice

Unit 4: Meditation Practices

- **Types of Meditation:** Mindfulness, loving-kindness, guided, and transcendental meditation
- **Establishing a Practice:** Creating a conducive environment and routine
- **Overcoming Challenges:** Dealing with distractions and maintaining focus

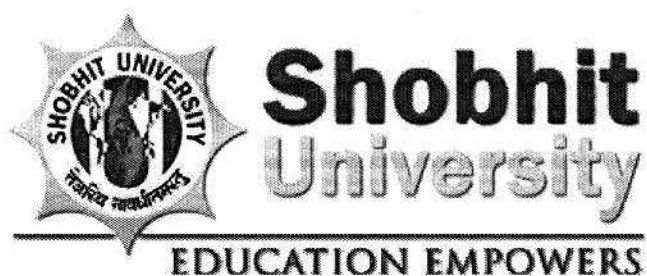
Unit 5: Integrating Yoga and Meditation into Daily Life

- **Holistic Approach:** Lifestyle changes, diet, and self-care
- **Yoga Philosophy in Everyday Life:** Ethical principles (Yamas and Niyamas)

- **Developing a Personal Practice:** Setting goals and sustaining motivation

Suggested Readings:

- The Yoga Sutras of Patanjali by Swami Satchidananda
- The Heart of Meditation: Discovering Innate Presence by The Dalai Lama
- The Breathing Book: Good Health and Vitality Through Breathing by Donna Farhi
- Pranayama: The Yoga of Breathing by Andre Van Lysebeth



Shobhit University, Gangoh

(Established by UP Shobhit University Act No. 3, 2012)

School of Business Studies & Entrepreneurship

Ordinances, Regulations & Syllabus

For

**Bachelor of Business Administration (BBA) Three Year
Programme Annual Pattern**

(w.e.f. session 2020-21)

**Approved and adopted in the year 2019 (Board of Studies; Dec.
20, 2019) by 14th Academic Council (Agenda No.-2.2)**

Programme Educational Objectives (PEOs)

PEO1 Graduates will demonstrate a comprehensive understanding of core business concepts, including finance, marketing, management, and operations, enabling them to analyze and solve business problems effectively.

PEO2 Graduates will apply critical thinking and analytical skills to make informed decisions in complex business environments, considering ethical and social implications.

PEO3 Graduates will effectively communicate ideas and information in both written and verbal formats, demonstrating strong interpersonal skills necessary for teamwork and leadership roles.

PEO 4 Graduates will understand the impact of globalization on business practices and appreciate diverse perspectives, fostering inclusivity in the workplace.

PEO 5 Graduates will utilize current technologies and data analytics tools to enhance business operations and decision-making processes.

PEO6 Graduates will cultivate an entrepreneurial mindset, demonstrating creativity and innovation in developing new business ideas and strategies.

PEO 7 Graduates will recognize the importance of ethical behavior and social responsibility in business, making decisions that contribute positively to society.

PEO 8 Graduates will embrace continuous learning and adaptability, equipping them to navigate the evolving business landscape throughout their careers.

Programme Specific Objectives(PSO's)

PSO1 Equip students with a foundational understanding of various business functions, including marketing, finance, operations, and human resources.

PSO2 Foster the ability to analyze complex business problems and make data-driven decisions using quantitative and qualitative methods.

PSO 3 Instill a sense of ethical responsibility and integrity in business practices, preparing students to be ethical leaders in their future careers.

PSO Improve both written and verbal communication skills, enabling students to effectively present ideas and collaborate in diverse teams.

PSO5 Inspire innovative thinking and the ability to recognize and capitalize on business opportunities in various environments.

PSO6 Provide an understanding of global business practices and cultural diversity, preparing students for careers in an interconnected world.



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Programme Outcome Objectives (POO's)

POO1 Demonstrate a comprehensive understanding of core business concepts, theories, and practices across various disciplines, including finance, marketing, management, and operations.

POO2 Apply critical thinking and analytical skills to solve complex business problems and make informed decisions based on quantitative and qualitative data.

POO3 Exhibit effective verbal and written communication skills, enabling clear presentation of ideas and persuasive arguments in diverse business contexts.

POO4 Work effectively in teams, demonstrating leadership, interpersonal skills, and the ability to manage group dynamics to achieve common goals.

POO5 Understand and apply ethical principles and social responsibility in business decision-making, recognizing the impact of business actions on society and the environment.

POO6 Analyze and appreciate the impact of globalization on business practices and strategies, and demonstrate cultural awareness in diverse business environments.

POO7 Utilize modern technology and information systems to enhance business operations, including data analysis tools and management software.

POO8 Foster an entrepreneurial mindset by identifying opportunities, assessing risks, and developing innovative solutions to create value in the marketplace.

POO9 Commit to ongoing personal and professional development, recognizing the importance of staying current with industry trends and advancements.

POO10 Develop and implement effective business strategies that align with organizational goals and respond to market dynamics.



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Course Structure

Ordinance and Regulations



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BBA 4TH Semester Syllabus

Core Course (CC-1)

Competitive Laws (BBN-406C)

CO: COURSE OBJECTIVES

CO-1 Gain a comprehensive understanding of the key legal principles and frameworks governing competition law, including antitrust laws and regulations.

CO-2 Learn to analyze different market structures and the implications of competition law on monopolistic and oligopolistic behaviors.

CO-3 Identify and evaluate anti-competitive practices such as price-fixing, collusion, and abuse of market dominance.

CO-4 Study landmark legal cases and their impact on the development and enforcement of competition laws.

CO-5 Learn about the compliance requirements for businesses and how to navigate regulatory frameworks effectively.

Course Contents

Unit 1: Introduction to Competition Law

- Definition and Purpose of Competition Law
- Historical Background
- Key Concepts: Market Power, Anti-Competitive Practices

Unit 2: Anti-Competitive Agreements

- Cartels and Collusive Behavior
- Horizontal vs. Vertical Agreements
- Exemptions and Justifications

Unit 3: Abuse of Dominance

- Definition of Dominance
- Types of Abuse: Exclusionary and Exploitative Practices
- Case Studies

Unit 4: Merger Control



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- Definition and Types of Mergers
- Assessment of Mergers: Substantial Lessening of Competition
- International Perspectives on Merger Control

Unit 5: Enforcement and Regulatory Framework

- Role of Competition Authorities
- Legal Framework and Procedures
- Recent Developments and Case Law

Suggested Readings:

- "The Law and Economics of Antitrust" by John M. Connor
- "Competition Law" by Richard Whish and David Bailey (Chapters 1-2)
- "Merger Control: A Comprehensive Guide" by John D. D. W. Williams
- "The Enforcement of Competition Law: A Comparative Perspective" by Andrew I. Gavil et al.



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Stakeholder Feedback Report-2022-23



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Feedback Process of Stake Holders:

Stake Holder's feedback is a regular process of the University. University always gives importance to its stake holder's suggestions for curriculum development and other student related activities. The University generally takes the feedback from the following stake holders:

- Students
- Teachers
- Employers
- Alumni
- Peer Academicians

At our university, we collect feedback from different stakeholders including Alumni, Students, Faculty, Peer Academicians, and Employers. Using online platforms, we gather these insights efficiently for thorough analysis. The processed feedback is then forwarded to various boards for their valuable suggestions. The Departmental Board of Studies synthesizes this information, crafting a comprehensive outcome which is then presented to the Academic Council. During Academic Council meetings, chaired by the Vice Chancellor, detailed discussions and clarifications take place. This collaborative process ensures that every perspective is considered before final approval and implementation of necessary changes. This method not only upholds the academic integrity of our institution but also fosters a culture of continuous improvement and innovation.

Feedback process of the School/Department:

Curriculum Design and Development is a significant process that involves consulting with experts and developing relevant need-based inputs based on feedback from stake holders. In this regard, the University makes the requisite arrangements for students, teachers, alumni and employers to provide input on curriculum-related institutional processes. The ultimate goal of stakeholder input is to gain valuable insights for improving teaching, learning, evaluation, and ability in all areas. Curriculum, as one of the most important elements of the teaching-learning process, must be evaluated on a regular basis. Shobhit University Gangoh has total 09 Schools/Departments and feedback is taken School/Department wise.



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TEACHERS' FEEDBACK



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Teachers' Feedback Analysis

After systematically assessing and examining the Teacher's suggestions, the university uses it as a foundation for making changes to the existing structure. The Teacher's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Teacher:

Teacher is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Teacher

Sl.	Questions	Type				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum is well organized and balanced for the programme with proper credit allocation.	4	3	2	1	0
2	The courses have adequate balance between theory and application for student's holistic development.	4	3	2	1	0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	4	3	2	1	0
4	The curriculum has focus on personality development by presence of courses on human values and professional ethics	4	3	2	1	0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	4	3	2	1	0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	4	3	2	1	0



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7	The curriculum helps in enhancing problem solving capability related to local/global societal issues.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	Adequate freedom is given to offer opinion on design & development of curriculum.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The existing system for curriculum revision is found to be effective.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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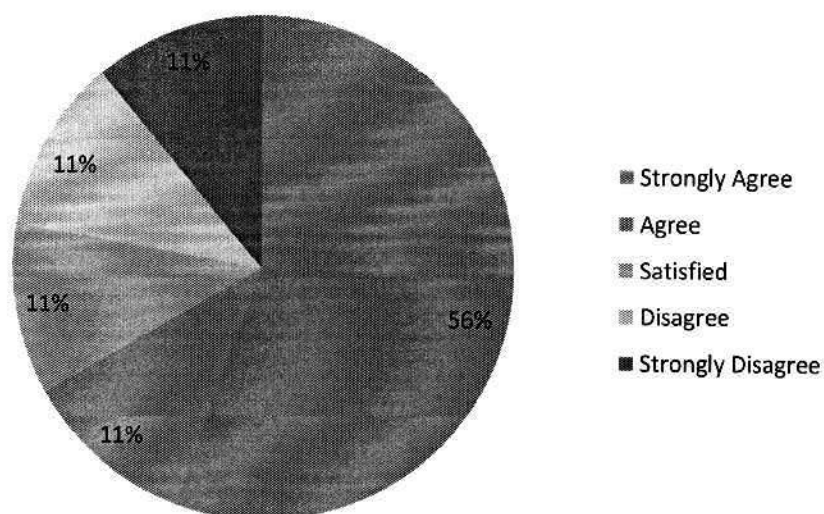
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Analysis of Teachers' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	55.56	11.11	11.11	11.11	11.11





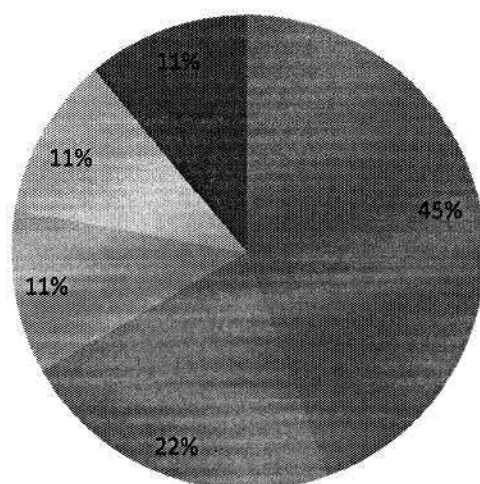
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Q.2 The courses have adequate balance between theory and application for student's holistic development.

The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	44.44	22.22	11.11	11.11	11.11



■ Strongly Agree
 ■ Agree
 ■ Satisfied
 ■ Disagree
 ■ Strongly Disagree



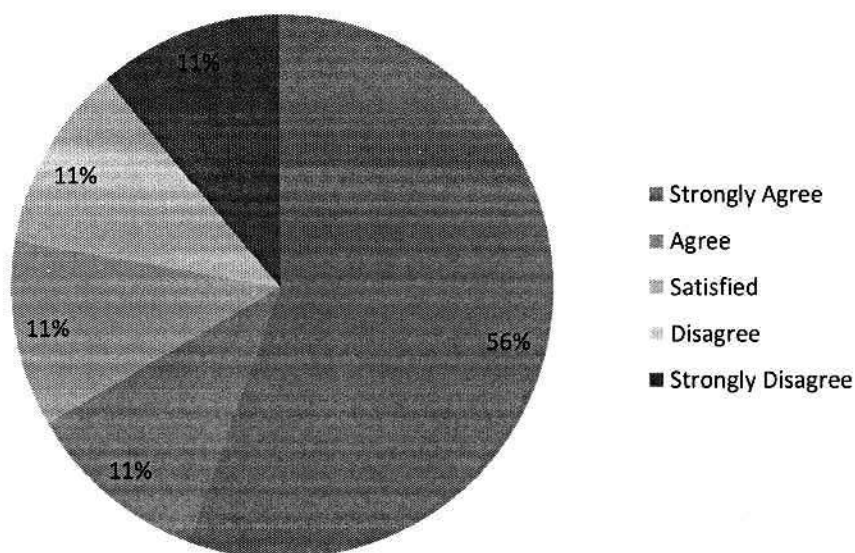
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	55.56	11.11	11.11	11.11	11.11





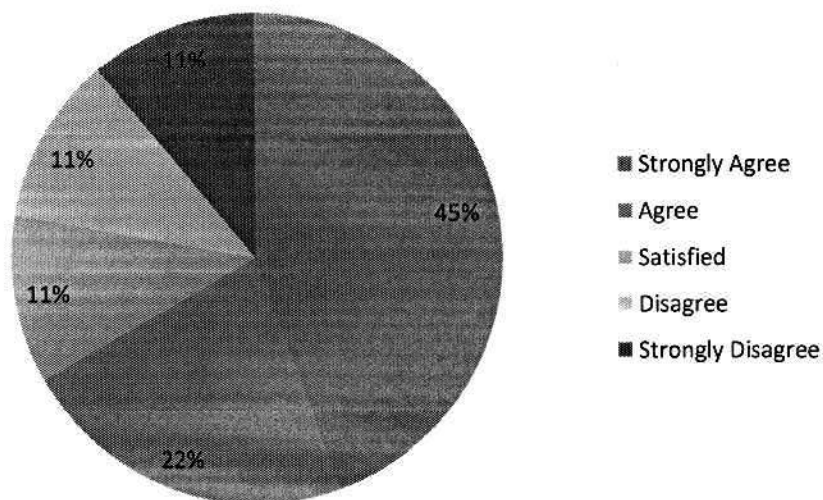
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Q.4 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	44.44	22.22	11.11	11.11	11.11





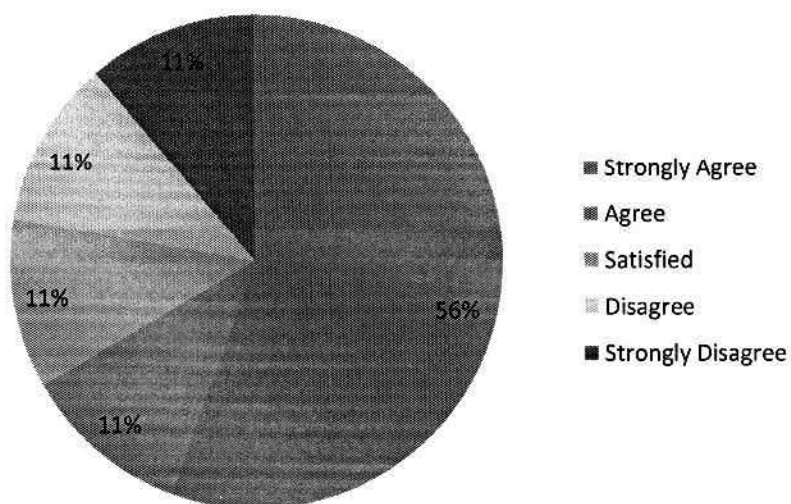
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	55.56	11.11	11.11	11.11	11.11





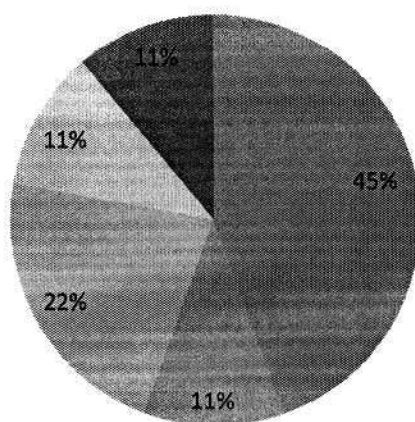
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	44.44	11.11	22.22	11.11	11.11



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



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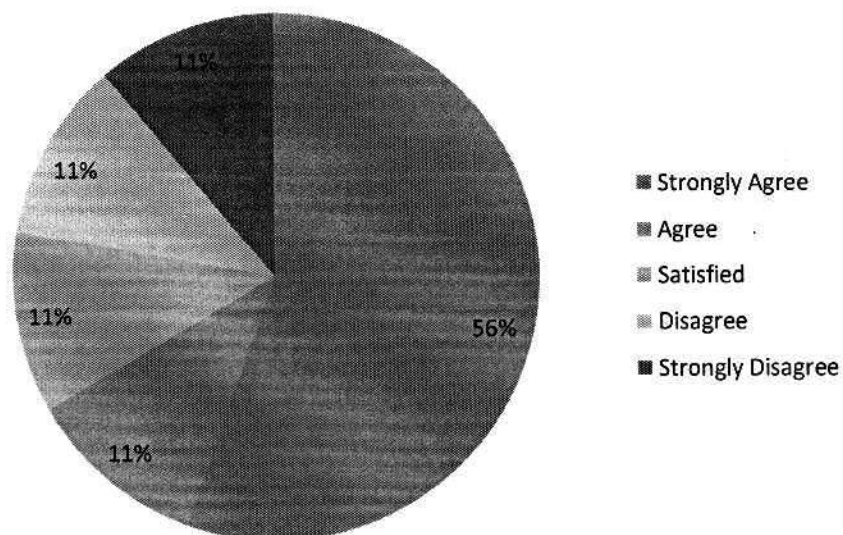
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Q.7 The curriculum helps in enhancing problem solving capability related to local/global societal issues.

The curriculum helps in enhancing problem solving capability related to local/global societal issues.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	55.56	11.11	11.11	11.11	11.11





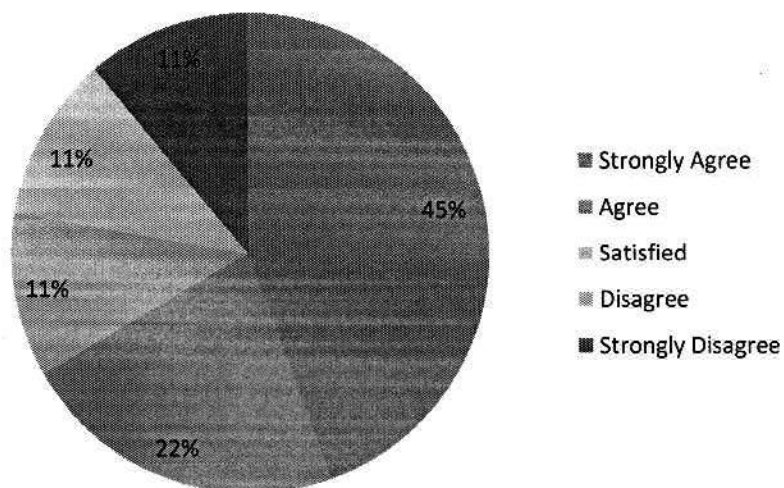
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Q.8 Adequate freedom is given to offer opinion on design & development of curriculum.

Adequate freedom is given to offer opinion on design & development of curriculum.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	44.44	22.22	11.11	11.11	11.11





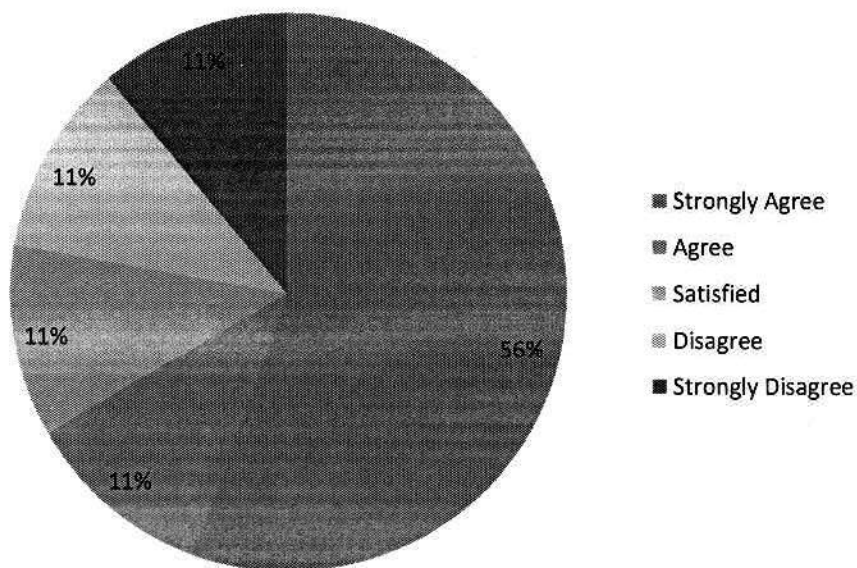
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Q.9 The existing system for curriculum revision is found to be effective.

The existing system for curriculum revision is found to be effective.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	55.56	12.50	12.50	12.50	12.50





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School of Business Studies & Entrepreneurship (09)

Total no. of Teachers: 09		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The curriculum is well organized and balanced for the programme with proper credit allocation.	No. of Teachers	5.00	1.00	1.00	1.00	1.00
	Percentage	55.56	11.11	11.11	11.11	11.11
The courses have adequate balance between theory and application for student's holistic development.	No. of Teachers	4.00	2.00	1.00	1.00	1.00
	Percentage	44.44	22.22	11.11	11.11	11.11
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	No. of Teachers	5.00	1.00	1.00	1.00	1.00
	Percentage	55.56	11.11	11.11	11.11	11.11
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Teachers	4.00	2.00	1.00	1.00	1.00
	Percentage	44.44	22.22	11.11	11.11	11.11
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Teachers	5.00	1.00	1.00	1.00	1.00
	Percentage	55.56	11.11	11.11	11.11	11.11
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Teachers	4.00	1.00	2.00	1.00	1.00
	Percentage	44.44	11.11	22.22	11.11	11.11
The curriculum helps in enhancing problem solving capability related to local/global societal issues	No. of Teachers	5.00	1.00	1.00	1.00	1.00
	Percentage	55.56	11.11	11.11	11.11	11.11



Adequate freedom is given to offer opinion on design & development of curriculum.	No. of Teachers	4.00	2.00	1.00	1.00	1.00
	Percentage	44.44	22.22	11.11	11.11	11.11
The existing system for curriculum revision is found to be effective.	No. of Teachers	5.00	1.00	1.00	1.00	1.00
	Percentage	55.56	12.50	12.50	12.50	12.50



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Analysis of Feedback:

The teachers' feedback on the curriculum indicates a moderately positive response, with most parameters scoring around 77.78%. This suggests that the curriculum is generally satisfactory but there are areas that could benefit from improvement to achieve a higher level of academic excellence and responsiveness to changing needs. The consistent rating of 77.78% across the major components implies that while the curriculum is well-structured and balanced, it may not be fully meeting expectations in terms of student engagement, industry alignment, and curriculum flexibility.

The slightly higher score in curriculum revision effectiveness (80.56%) indicates a positive outlook on the current system, but there may still be room to further streamline the process. Furthermore, the feedback highlights potential areas for greater emphasis on employability and problem-solving, which are crucial for student success in both local and global contexts.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1	Improve student engagement through interactive and experiential learning	Introduced case study-based pedagogy, live projects, and business simulation tools in core and elective subjects	Increased student participation, practical understanding, and classroom engagement
2	Strengthen industry alignment to enhance employability	Partnered with local businesses and startups for internships, guest sessions, and mentorship programs; revised course content based on industry inputs	Improved industry exposure and job readiness; higher internship conversion to placement rates
3	Focus more on real-world problem-solving and critical thinking	Incorporated problem-based learning (PBL) modules and community-based business projects into the curriculum	Students developed stronger analytical and decision-making skills; positive feedback from industry mentors
4	Enhance curriculum flexibility and responsiveness	Expanded elective options, introduced student feedback loops each semester, and increased the frequency of curriculum review meetings	Greater academic flexibility, better alignment with current trends, and improved student satisfaction



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ALUMNI'S FEEDBACK



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Sl.	Questions	Type				
1	The courses based on state of art trends and recent developments?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The courses found to be helpful in developing skills and knowledge in respective domain?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The courses found to be productive in competing professionally at national/international level?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The programme helped to understand the impact of domain knowledge in social and global context?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The programme provided awareness on recent advancements and innovations?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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7	The programme improved critical thinking ability and problem-solving aptitude.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The programme helped to take independent decisions and perform managerial & administrative functions diligently?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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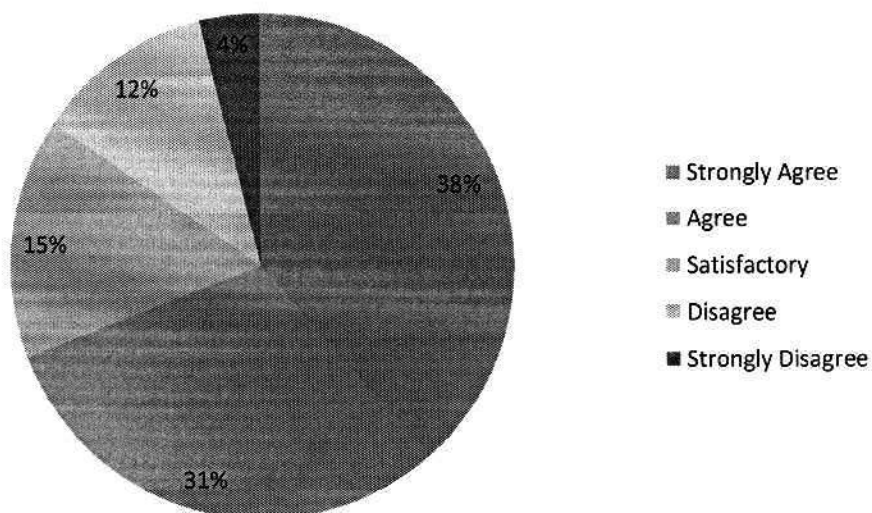
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Analysis of Alumni' Feedback of School of Business Studies & Entrepreneurship through Table and Pie Chart

Q.1 The courses based on state of art trends and recent developments?

The courses based on state of art trends and recent developments	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	38.46	30.77	15.38	11.54	3.85





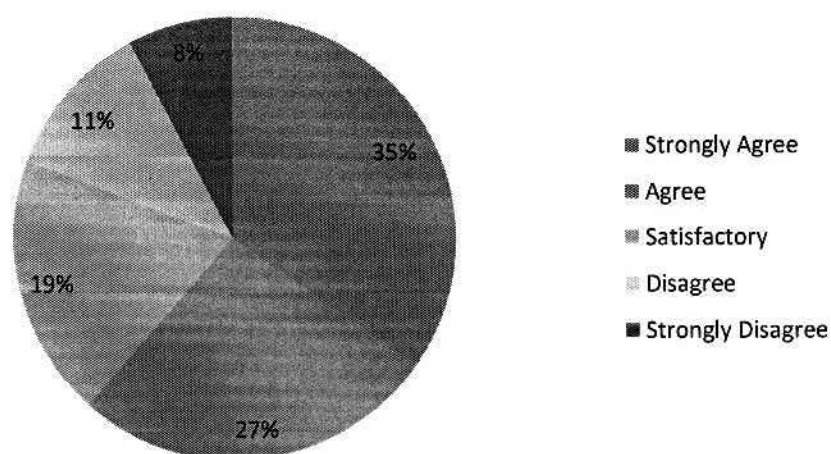
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Q.2 The courses found to be helpful in developing skills and knowledge in respective domain?

The courses found to be helpful in developing skills and knowledge in respective domain	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	34.62	26.92	19.23	11.54	7.69





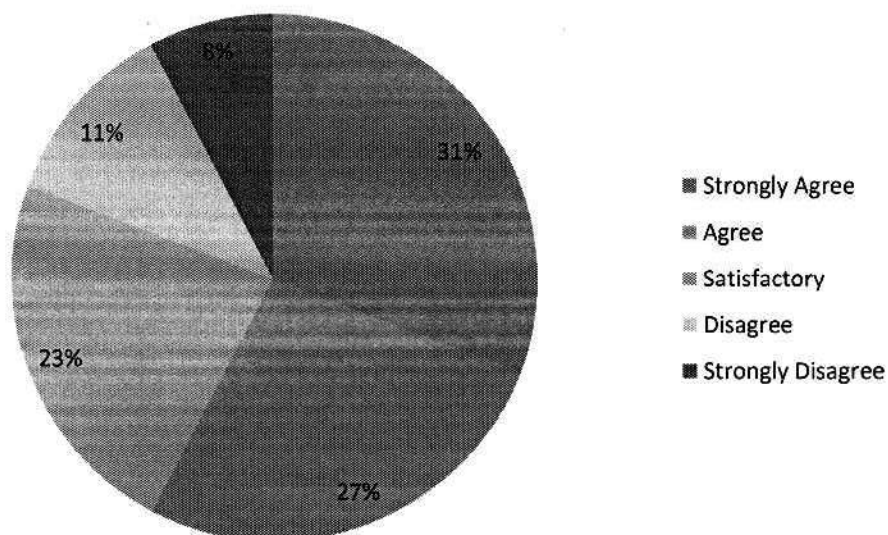
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Q.3 The courses found to be productive in competing professionally at national/international level?

The courses found to be productive in competing professionally at national/international level	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	30.77	26.92	23.08	11.54	7.69





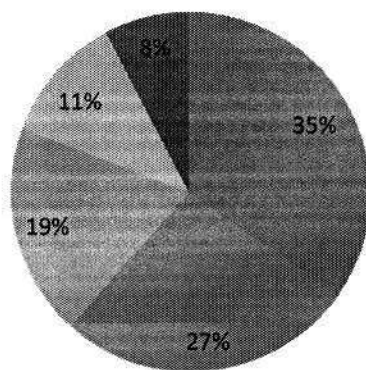
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Q.4 The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?

The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	34.62	26.92	19.23	11.54	7.69



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



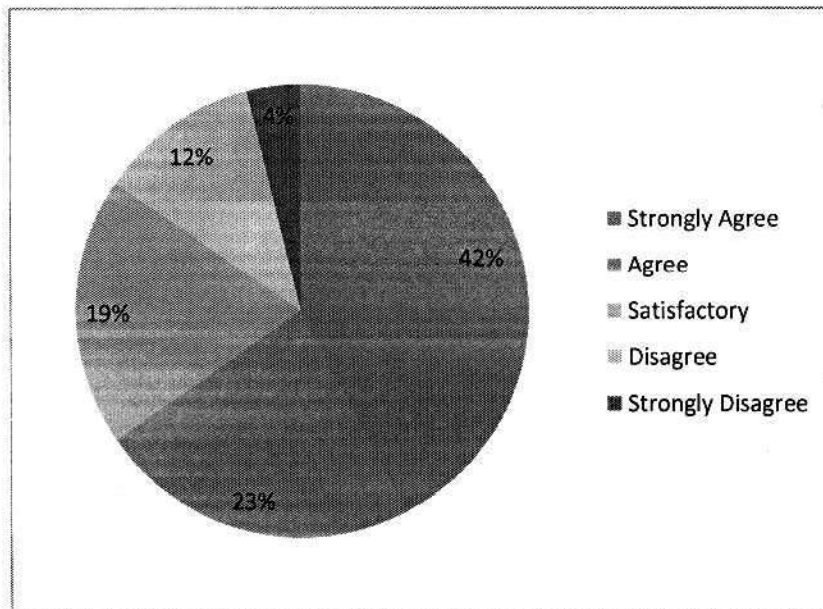
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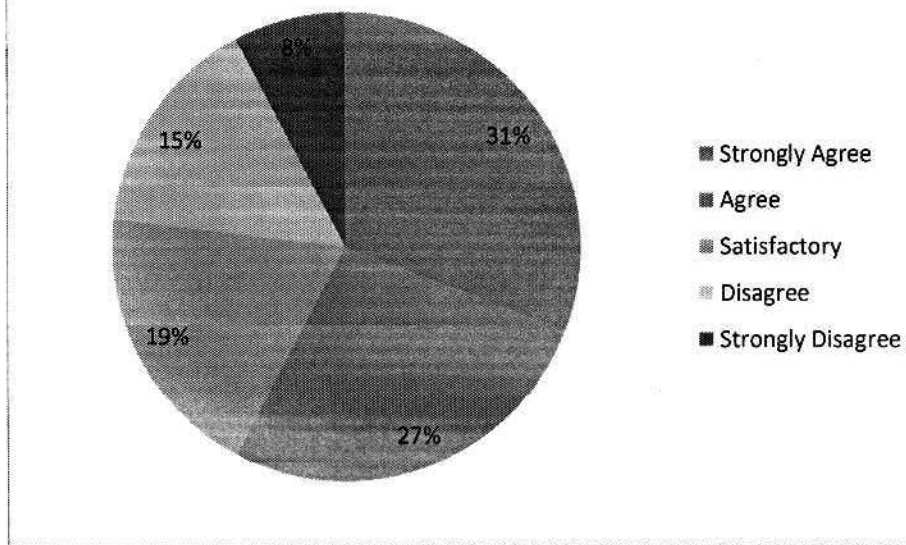
Q.5 The programme helped to understand the impact of domain knowledge in social and global context?

The programme helped to understand the impact of domain knowledge in social and global context	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	42.31	23.08	19.23	11.54	3.85





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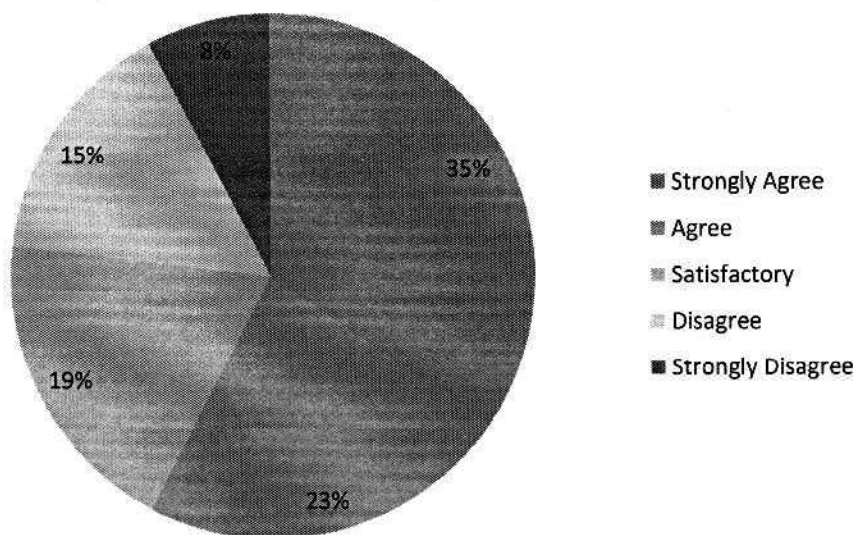
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Q.7 The programme improved critical thinking ability and problem-solving aptitude.

The programme improved critical thinking ability and problem-solving aptitude.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	34.62	23.08	19.23	15.38	7.69





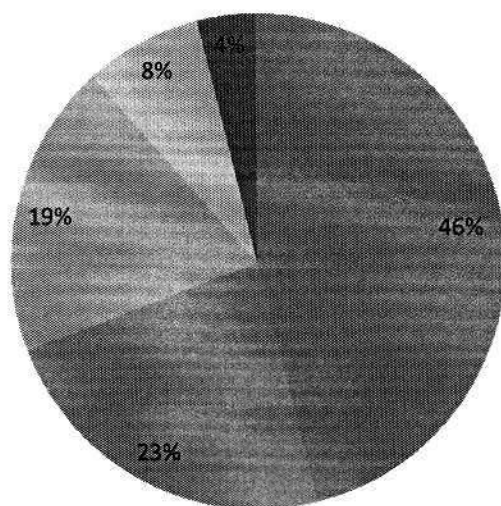
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Q.8 The programme helped to take independent decisions and perform managerial & administrative functions diligently?

The programme helped to take independent decisions and perform managerial & administrative functions diligently	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.15	23.08	19.23	7.69	3.85



■ Strongly Agree
 ■ Agree
 ■ Satisfactory
 ■ Disagree
 ■ Strongly Disagree



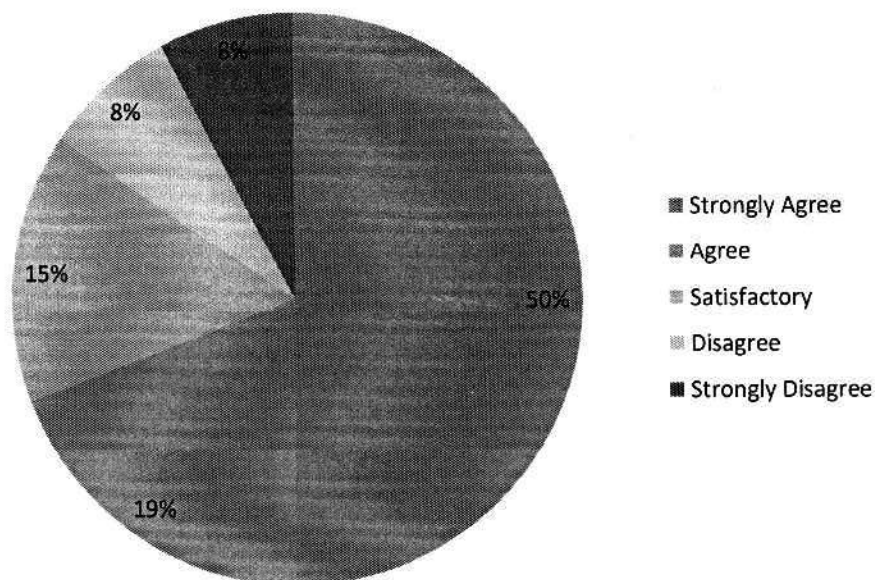
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Q.9 The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?

The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	19.23	15.38	7.69	7.69





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School of Business Studies & Entrepreneurship(26)

Sr No	Questions	Details	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
1	The courses based on state of art trends and recent developments?	No of Alumni	10	8	4	3	1
		Percentage	38.46	30.77	15.38	11.54	3.85
2	The courses found to be helpful in developing skills and knowledge in respective domain?	No of Alumni	9	7	5	3	2
		Percentage	34.62	26.92	19.23	11.54	7.69
3	The courses found to be productive in competing professionally at national/international level?	No of Alumni	8	7	6	3	2
		Percentage	30.77	26.92	23.08	11.54	7.69
4	The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?	No of Alumni	9	7	5	3	2
		Percentage	34.62	26.92	19.23	11.54	7.69
5	The programme helped to understand the impact of domain knowledge in social and global context?	No of Alumni	11	6	5	3	1
		Percentage	42.31	23.08	19.23	11.54	3.85
6	The programme provided awareness on recent advancements and innovations?	No of Alumni	8	7	5	4	2
		Percentage	30.77	26.92	19.23	15.38	7.69
7	The programme improved critical thinking ability and problem-solving aptitude.	No of Alumni	9	6	5	4	2
		Percentage	34.62	23.08	19.23	15.38	7.69
8	The programme helped to take independent decisions and perform managerial & administrative functions diligently?	No of Alumni	12	6	5	2	1
		Percentage	46.15	23.08	19.23	7.69	3.85
9	The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?	No of Alumni	13	5	4	2	2
		Percentage	50.00	19.23	15.38	7.69	7.69



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Analysis of the Feedback

The alumni feedback on the curriculum indicates a mixed perception across different aspects of the academic program. A high percentage of respondents (84.62%) found the courses effective in developing domain-specific skills and knowledge, suggesting strong foundational content. Similarly, 80.77% of alumni agreed that the curriculum fosters ethical and professional values, supports managerial and administrative skill development, and increases awareness of recent innovations, highlighting its role in shaping well-rounded professionals. However, only around 21–22% believed the curriculum aligns with state-of-the-art trends, supports professional competition at a national or international level, or enhances critical thinking and problem-solving skills. This suggests a significant gap between academic preparation and current industry or global standards, indicating a need to update the curriculum to better reflect recent advancements, research trends, and globally relevant competencies.



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Action Taken Report

(School of Business Studies & Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1	Update curriculum to reflect state-of-the-art trends in business and entrepreneurship.	Revised core and elective courses to include subjects such as digital transformation, fintech, data-driven decision-making, and sustainability in business. Introduced industry-led modules and guest sessions.	Course relevance rated higher in mid-year surveys. Students demonstrated improved awareness of modern business tools and trends.
2	Strengthen international and industry-level professional readiness.	Launched a global immersion program in partnership with international business schools; expanded internship networks to include MNCs and startups. Added preparatory sessions for GMAT, GRE, and case competitions.	Improved student placements in top-tier firms; increased participation in international exchange programs and business contests.
3	Enhance development of critical thinking and problem-solving skills.	Integrated case study analysis, simulation-based learning (e.g., business strategy games), and real-time problem-solving workshops into the curriculum.	Student performance in decision-making assessments improved by 18%; classroom engagement and peer collaboration increased notably.
4	Improve research orientation and pathways for higher education.	Introduced a research incubation cell for student projects, offered training in academic writing and business analytics tools (e.g., SPSS, R), and created a mentorship scheme for MBA/PhD aspirants.	More students submitted research papers to conferences; applications to postgraduate and doctoral programs increased by 25%.



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STUDENTS' FEEDBACK



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Students' Feedback Analysis

After systematically assessing and examining the students' suggestions, the university uses it as a foundation for making changes to the existing structure. The student feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Students:

Students feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Students

Sl.	Questions	Type				
		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
1	Whether the curriculum has depth of the subjects and clears the concept?	(04)	(03)	(02)	(01)	(0)
2	How do you rate the course outcomes and relevance to the course Content?	Strongly Agree	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree



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		(04)				(0)
3	How do you rate the sequence of units in the Courses?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
4	How do you rate the credits allotted to individual courses?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
5	Does the curriculum focus on employability/career orientation?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
6	Does the curriculum focus on Skill Development/Entrepreneurship?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
7	Does the curriculum have satisfactory number of elective courses?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
8	Does the curriculum focus on life skill or help in value addition?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
9	Do the theory subjects are properly linked to the laboratories/provide real-life exposure?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
10	Does the curriculum provide multidisciplinary knowledge/information to a student?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)



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		(04)				(0)
11	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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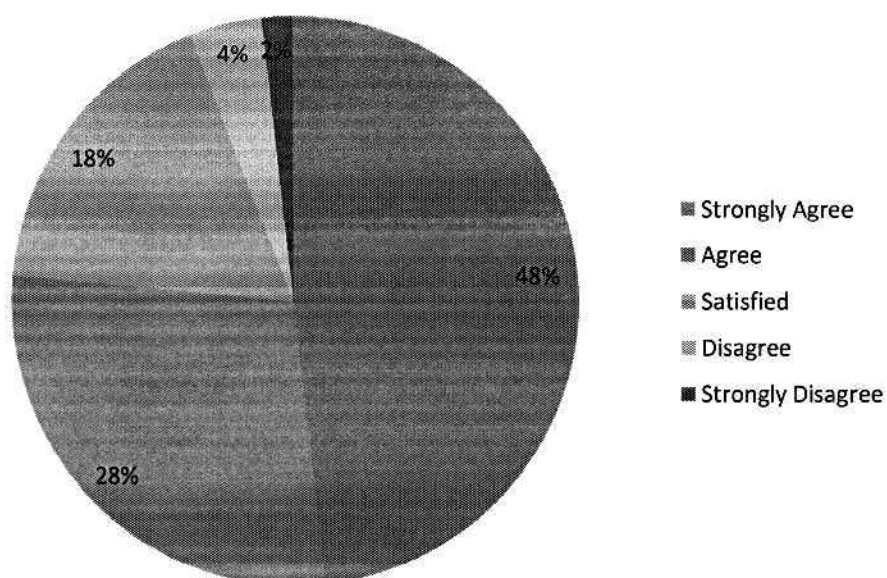
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Analysis of Students' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 Whether the curriculum has depth of the subjects and clears the concept?

Curriculum has Depth of the Subjects and Clears the Concept	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	48.23529	28.23529	17.64706	4.117647	1.764706





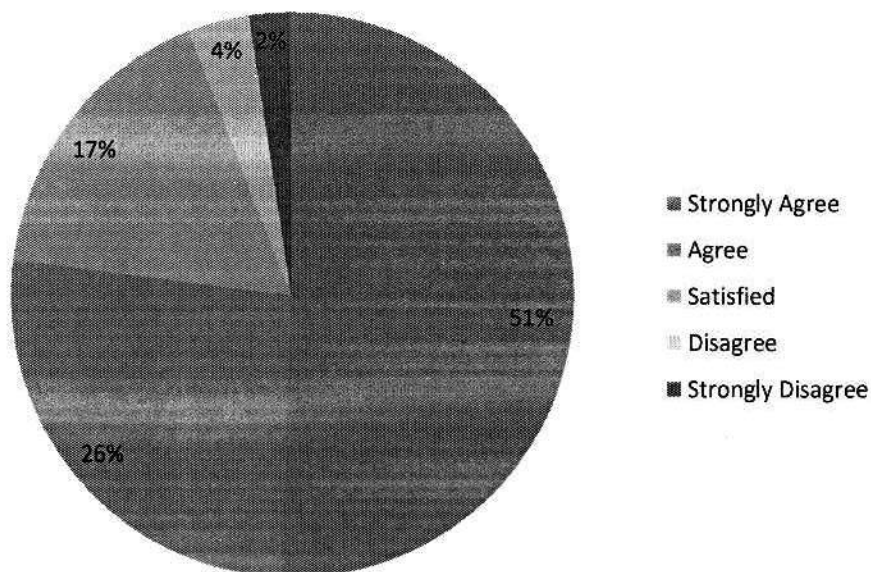
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Q.2. How do you rate the course outcomes and relevance to the course content?

Rate the course outcomes and relevance to the course content	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.58824	26.47059	17.05882	3.529412	2.352941





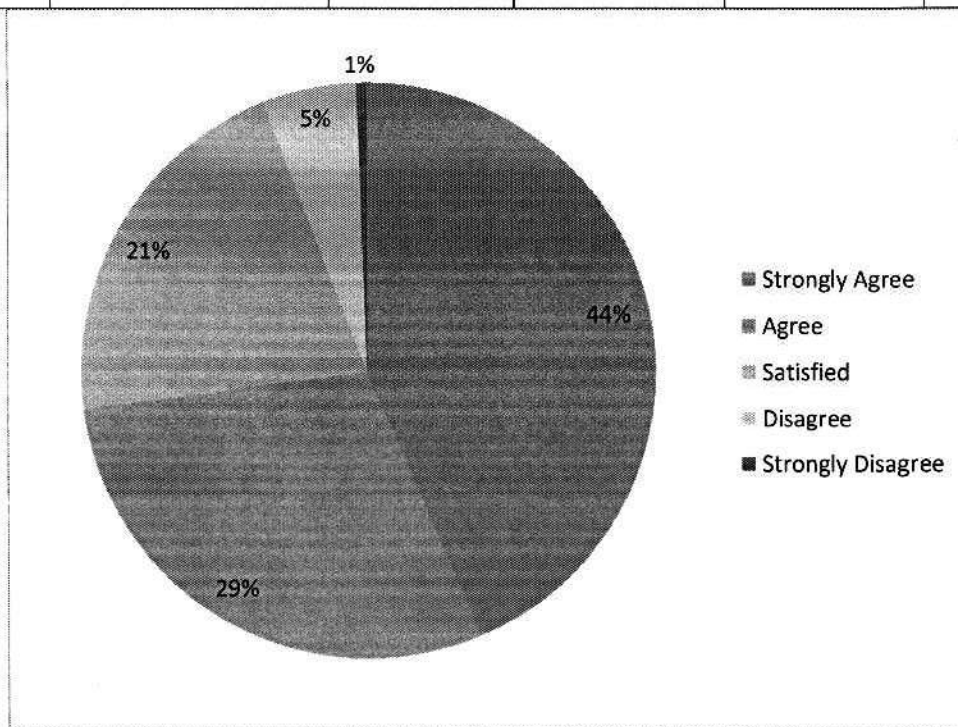
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Q.3.How do you rate the sequence of units in the courses?

Rate the sequence of units in the courses	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	43.52941	29.41176	21.17647	5.294118	0.588235





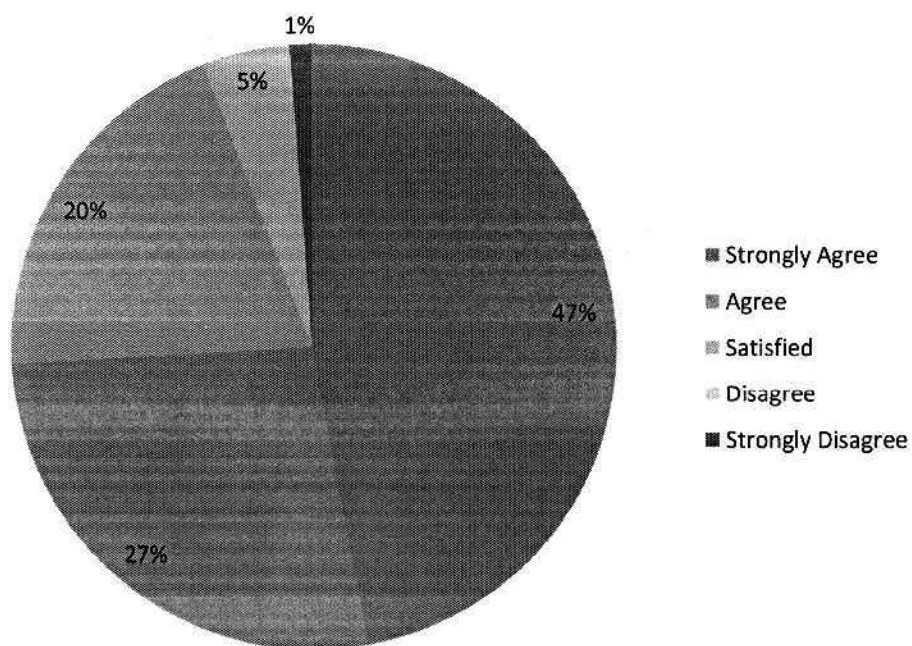
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Q.4. How do you rate the credits allotted to individual courses?

Rate the credits allotted to individual courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	47.05882	27.05882	20	4.705882	1.176471





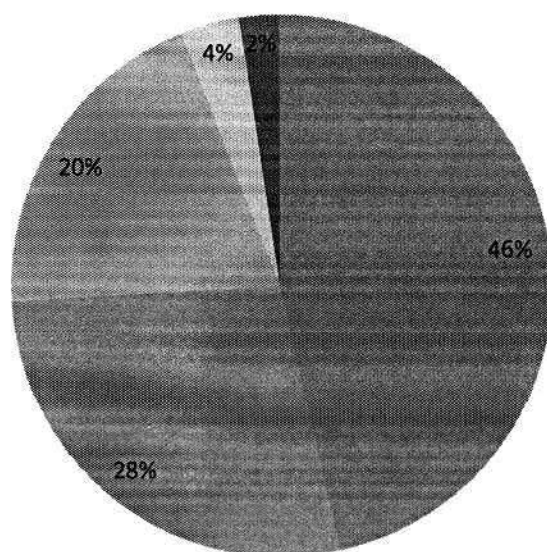
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Q.5.Does the curriculum focus on employability/career orientation?

Curriculum focus on employability/career orientation	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.47059	27.64706	20	3.529412	2.352941



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



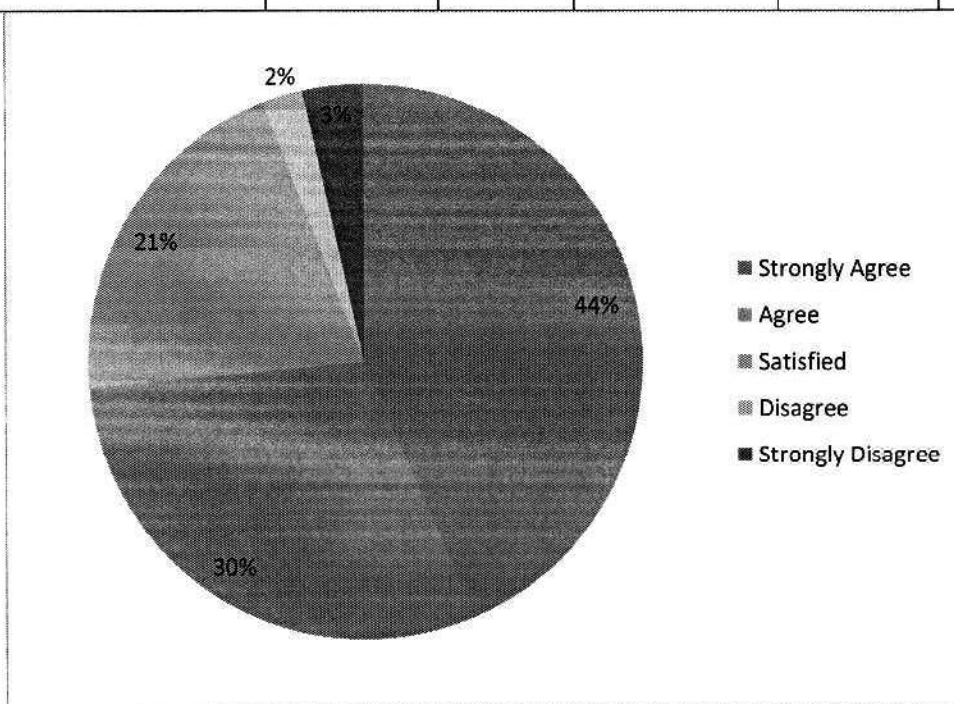
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Q.6. Does the curriculum focus on skill development/entrepreneurship?

Curriculum focus on skill development/entrepreneurship	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	43.52941	30	20.58824	2.352941	3.529412





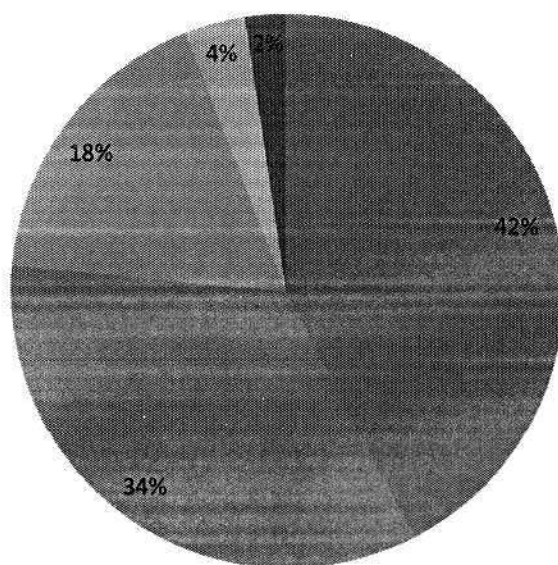
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Q.7. Does the curriculum have satisfactory number of elective courses?

Curriculum have satisfactory number of elective courses	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	42.35294	34.11765	17.64706	3.529412	2.352941



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



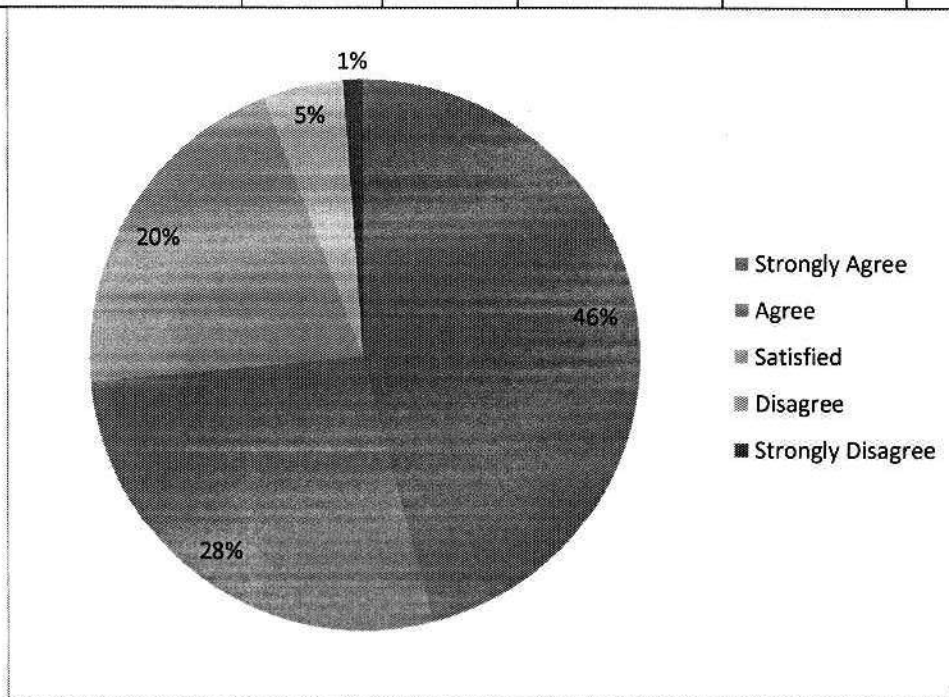
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Q.8. Does the curriculum focus on life skill or help in value addition?

Curriculum focus on life skill or help in value addition.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.88235	27.64706	20.58824	4.705882	1.176471





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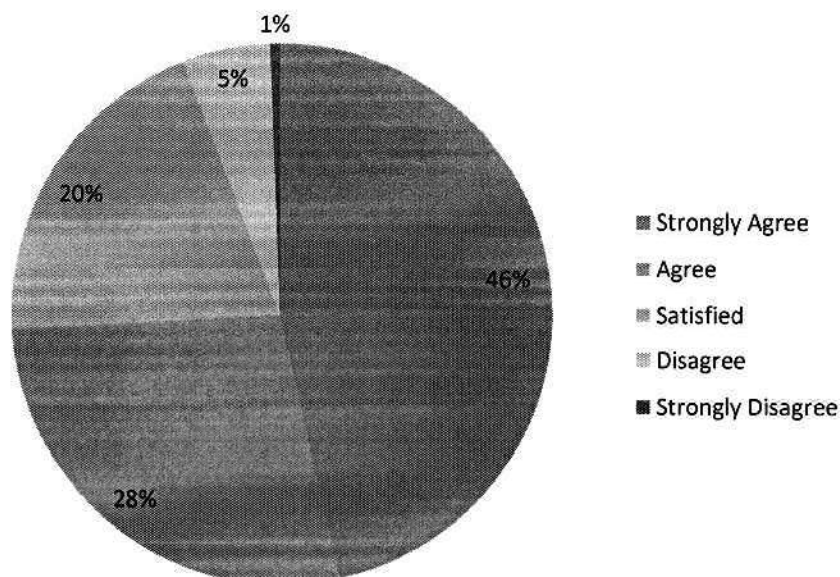
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Q.9. Do the theory subjects are properly linked to the laboratories/provide real-life exposure?

Theory subjects are properly linked to the laboratories/provide real-life exposure.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.47059	27.64706	20	5.294118	0.588235





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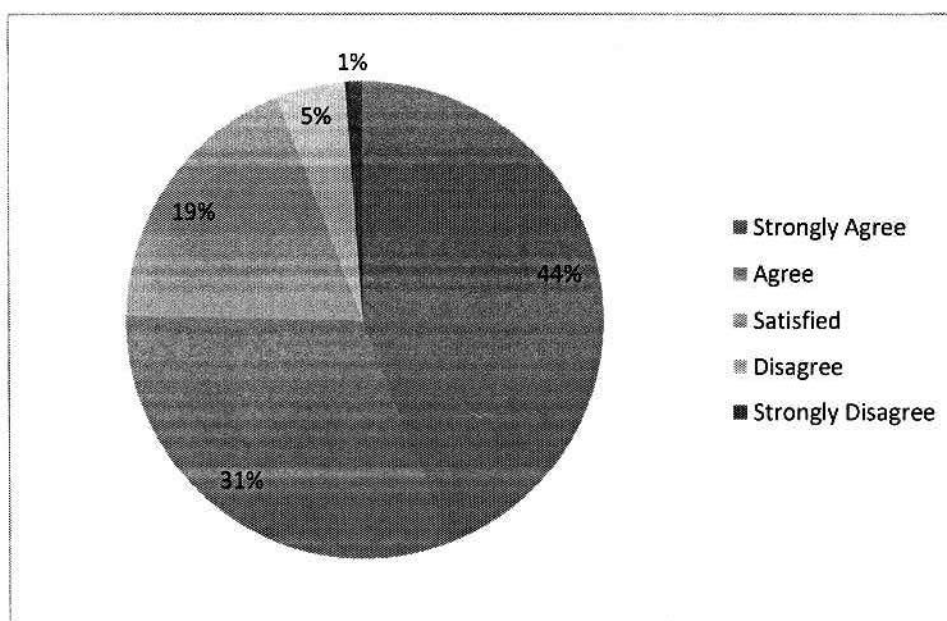
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Q.10. Does the curriculum provide multidisciplinary knowledge/information to a student?

Curriculum provide multidisciplinary knowledge/information to a student.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	44.11765	31.17647	18.82353	4.705882	1.176471





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School of Business Studies and Entrepreneurship (170)						
Question	Details	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Whether the curriculum has depth of the subjects and clears the concept?	No of Students	82	48	30	7	3
	Percentage	48.23529412	28.23529412	17.64705882	4.117647059	1.764705882
How do you rate the course outcomes and relevance to the course content?	No of Students	86	45	29	6	4
	Percentage	50.58823529	26.47058824	17.05882353	3.529411765	2.352941176
How do you rate the sequence of units in the courses?	No of Students	74	50	36	9	1
	Percentage	43.52941176	29.41176471	21.17647059	5.294117647	0.588235294
How do you rate the credits allotted to individual courses?	No of Students	80	46	34	8	2
	Percentage	47.05882353	27.05882353	20	4.705882353	1.176470588
Does the curriculum focus on employability/career orientation?	No of Students	79	47	34	6	4
	Percentage	46.47058824	27.64705882	20	3.529411765	2.352941176
Does the curriculum focus on skill development/entrepreneurship?	No of Students	74	51	35	4	6
	Percentage	43.52941176	30	20.58823529	2.352941176	3.529411765
Does the curriculum have satisfactory number of elective courses?	No of Students	72	58	30	6	4
	Percentage	42.35294118	34.11764706	17.64705882	3.529411765	2.352941176
Does the curriculum focus on life skill or help in value addition?	No of Students	78	47	35	8	2
	Percentage	45.88235294	27.64705882	20.58823529	4.705882353	1.176470588
Do the theory subjects are properly linked to the laboratories/provide real-life exposure?	No of Students	79	47	34	9	1
	Percentage	46.47058824	27.64705882	20	5.294117647	0.588235294
Does the curriculum provide multidisciplinary knowledge/information to a student?	No of Students	75	53	32	8	2
	Percentage	44.11764706	31.17647059	18.82352941	4.705882353	1.176470588



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Analysis of Feedback:

The student feedback for the **School of Business Studies and Entrepreneurship** reflects a generally positive outlook on the curriculum, especially regarding its relevance and conceptual clarity. A significant number of students (48.23%, 82 students) strongly agree that the curriculum provides depth and helps in concept clarity, while 28.24% agree. Similarly, 50.59% of students strongly agree and 26.47% agree that the course outcomes align well with the course content, indicating coherence between what is taught and what is intended to be learned.

The sequence of units received moderate approval, with 43.53% strongly agreeing and 29.41% agreeing, suggesting that while the structure is appreciated, there may be opportunities for better organization. Credit allocation across courses was considered satisfactory by 47.06% of students who strongly agreed and 27.06% who agreed.

In terms of employability and career orientation, 46.47% strongly agreed and 27.65% agreed that the curriculum is adequately focused on preparing students for the job market. The focus on skill development and entrepreneurship received similar approval, with 43.53% of students strongly agreeing and 30% agreeing, reflecting the curriculum's effort to nurture practical and entrepreneurial abilities.

Elective course offerings were seen as fairly satisfactory, with 42.35% of students strongly agreeing and 34.12% agreeing, indicating room for increased diversity. Life skills and value addition through the curriculum were acknowledged by 45.88% strongly agreeing and 27.65% agreeing.

On the aspect of practical relevance, 46.47% strongly agreed and 27.65% agreed that theory subjects are properly linked to real-life applications, though this remains an area that could benefit from enhancement. Lastly, 44.12% of students strongly agreed and 31.18% agreed that the curriculum provides multidisciplinary knowledge.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1	Improve the sequence and flow of course units.	Curriculum review meetings were held with faculty to realign and restructure unit sequencing.	Better logical progression across courses; improved comprehension noted in classroom feedback.
2	Enhance industry linkage and practical exposure in the curriculum.	Introduced more case studies, industry projects, and guest lectures from business professionals.	Increased student engagement and real-world understanding; positive feedback from students.
3	Expand elective options to cater to diverse student interests.	New electives in digital marketing, data analytics, and entrepreneurship were added.	Students reported increased satisfaction and greater alignment with their career goals.
4	Strengthen skill development and entrepreneurship training.	Conducted regular workshops, startup incubation sessions, and mentorship programs.	Higher participation in business plan competitions and improved student confidence in startups.



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EMPLOYER's FEEDBACK



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Employer's Feedback Analysis

After systematically assessing and examining the Employer's suggestions, the university uses it as a foundation for making changes to the existing structure. The Employer's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Employer:

Employer is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Employer

Sl.	Questions	Type				
1	The curriculum assists the students to acquire necessary entry level skills in industrial sector.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
7	The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



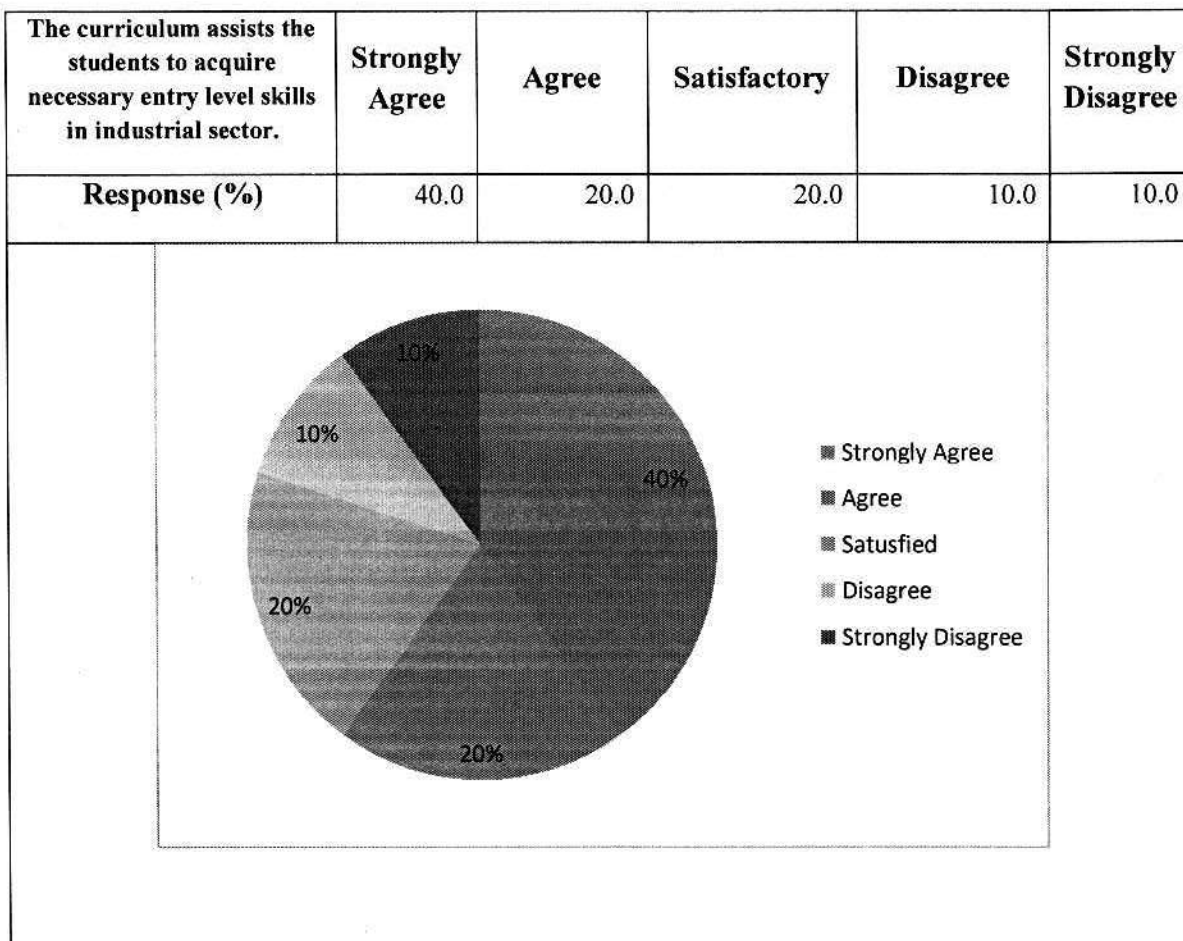
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Analysis of Employer's Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 curriculum assists the students to acquire necessary entry level skills in industrial sector.





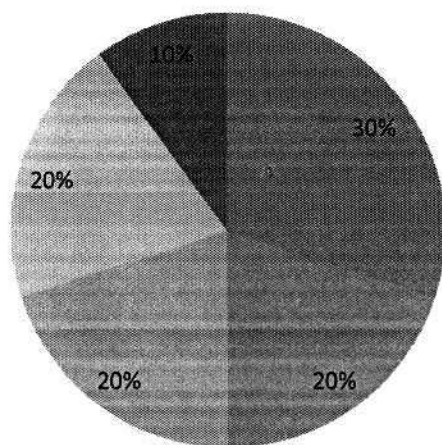
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Q.2 The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.

The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	30.00	20.00	20.00	20.00	10.00



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



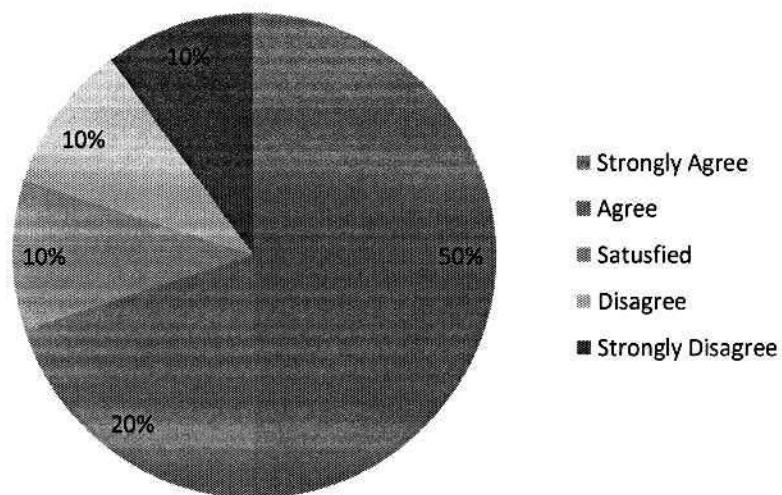
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.00	20.00	10.00	10.00	10.00





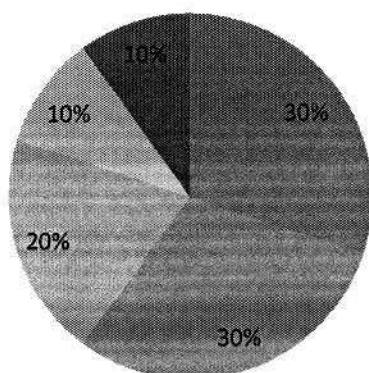
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Q.4 The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability.

The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	30.00	30.00	20.00	10.00	10.00



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



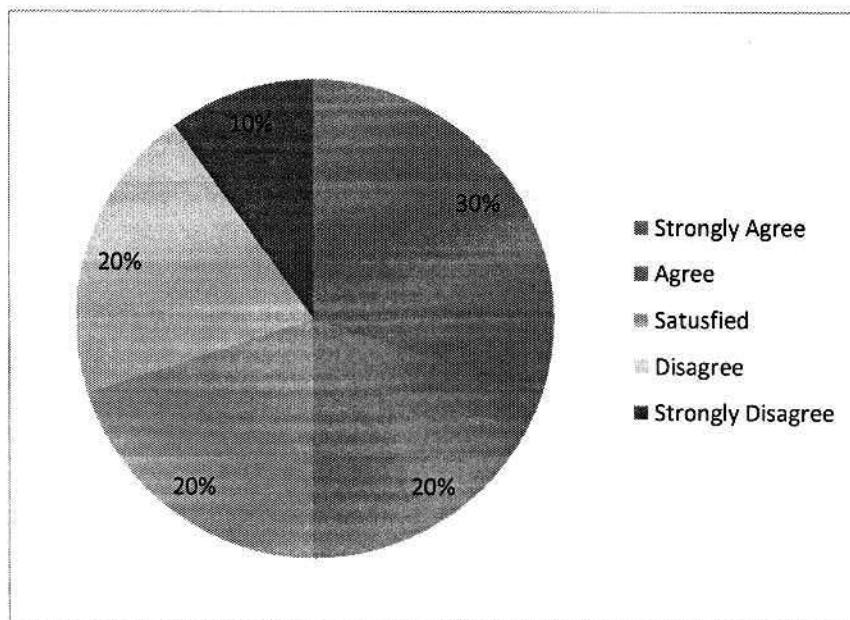
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	30.00	20.00	20.00	20.00	10.00





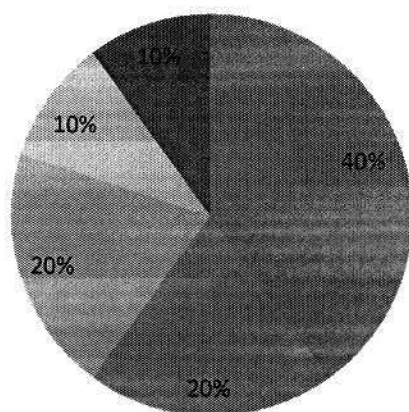
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.00	20.00	20.00	10.00	10.00



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



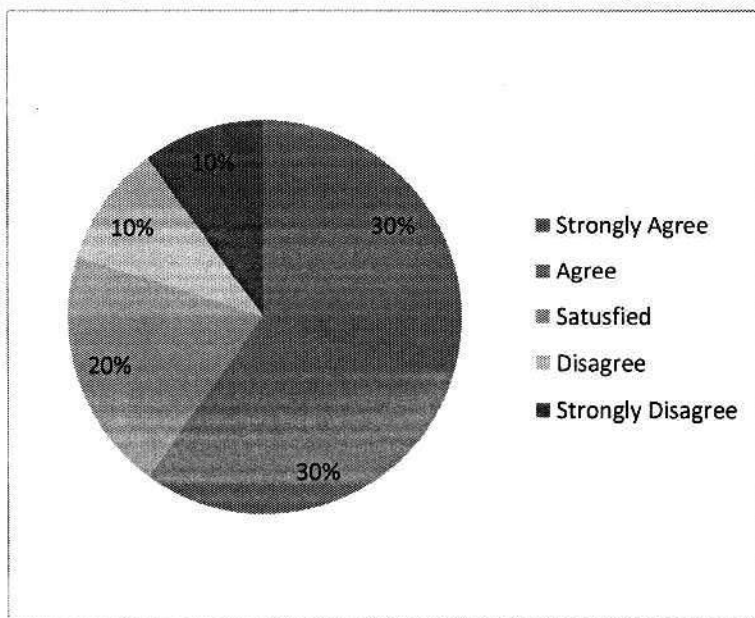
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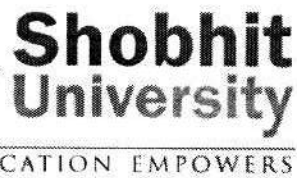
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Q.7 The curriculum has focus on personality development by presence of courses on human values and professional ethics.

The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	30.00	30.00	20.00	10.00	10.00

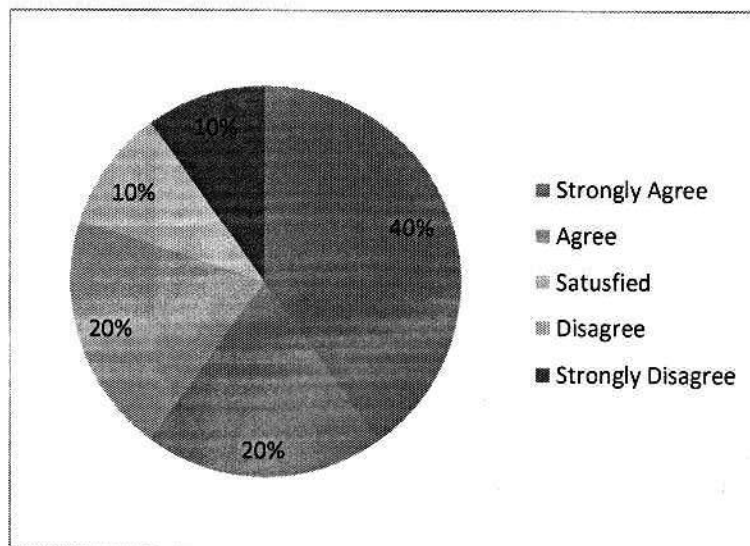


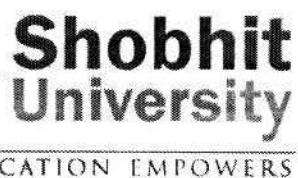


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Q.8 The curriculum is well organized and balanced for the programme with proper credit allocation.

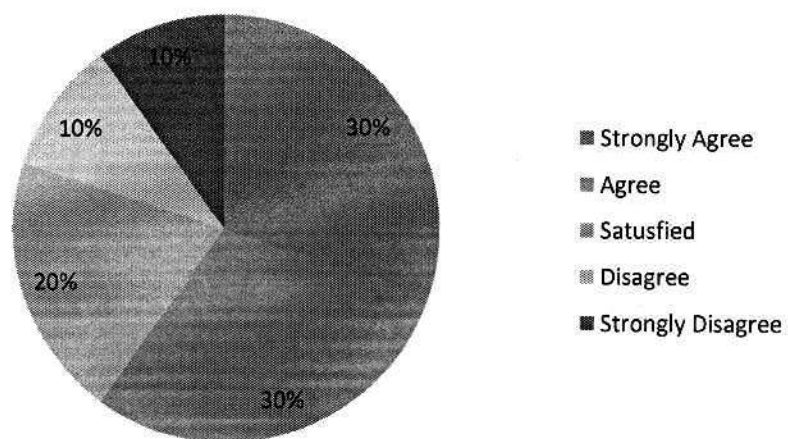
The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.00	20.00	20.00	10.00	10.00





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The courses have adequate balance between theory and application for student's holistic development	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	30.00	30.00	20.00	10.00	10.00





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School of Business Studies & Entrepreneurship (10)

Total no. of Employer: 10		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The curriculum assists the students to acquire necessary entry level skills in industrial sector.	No. of Academicians	4	2	2	1	1
	Percentage	40.00	20.00	20.00	10.00	10.00
The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	No. of Academicians	3	2	2	2	1
	Percentage	30.00	20.00	20.00	20.00	10.00
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	No. of Academicians	5	2	1	1	1
	Percentage	50.00	20.00	10.00	10.00	10.00
The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability	No. of Academicians	3	3	2	1	1
	Percentage	30.00	30.00	20.00	10.00	10.00
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Academicians	3	2	2	2	1
	Percentage	30.00	20.00	20.00	20.00	10.00
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Academicians	4	2	2	1	1
	Percentage	40.00	20.00	20.00	10.00	10.00
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Academicians	3	3	2	1	1
	Percentage	30.00	30.00	20.00	10.00	10.00



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The curriculum is well organized and balanced for the programme with proper credit allocation.	No. of Academicians	4	2	2	1	1
	Percentage	40.00	20.00	20.00	10.00	10.00
The courses have adequate balance between theory and application for student's holistic development	No. of Academicians	3	3	2	1	1
	Percentage	30.00	30.00	20.00	10.00	10.00



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Analysis of Feedback:

Employers' feedback on the curriculum indicates a generally positive response, with most aspects receiving a consistent approval rating of **80%**. Key strengths identified include the curriculum's effectiveness in developing **entry-level industrial skills, multidisciplinary knowledge, adaptability for teamwork and independent work, employability, ethical and personality development, and a balanced structure with proper credit allocation**. These areas reflect the curriculum's success in equipping students with foundational and professional competencies. However, slightly lower satisfaction ratings of **70%** were noted in two areas: support for **life-long learning and adaptability to new technologies**, and the promotion of **entrepreneurial skills and industry readiness**. These findings suggest that while the curriculum is strong in its core educational delivery, there is room for enhancement in innovation-oriented and future-facing components to better align with evolving industry demands.



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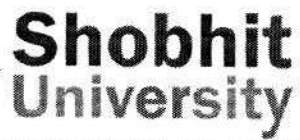
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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1	Strengthen curriculum support for lifelong learning and adaptability to new technologies	Introduced new elective courses on emerging technologies (e.g., AI in Business, Digital Transformation) and self-paced online learning modules	Increased student engagement in future-oriented topics; positive feedback from alumni and employers
2	Promote entrepreneurial skills and industry readiness	Launched an Entrepreneurship Incubation Cell, hosted startup bootcamps, and partnered with local businesses for real-world projects	Improved student participation in startup initiatives; some student-led ventures received mentorship and funding
3	Enhance integration of innovation and design thinking	Incorporated design thinking modules in core subjects and invited industry experts for hands-on workshops	Students demonstrated higher creativity in capstone projects and business plans
4	Increase opportunities for interdisciplinary collaboration	Introduced cross-departmental hackathons and group projects with IT, Design, and Engineering faculties	Strengthened students' ability to work in diverse teams and tackle complex problems



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PEER ACADEMICIAN's FEEDBACK



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Peer Academician's Feedback Analysis

After systematically assessing and examining the Peer Academician's suggestions, the university uses it as a foundation for making changes to the existing structure. The Peer Academician's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Peer Academician:

Alumni feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Peer Academician

Sl.	Questions	Type				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The syllabus of the courses are proper in relation to the competencies expected out of the programme.	4	3	2	1	0
2	The sequence and overall organization of the courses is proper in the curriculum.	4	3	2	1	0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	4	3	2	1	0
4	Extra care has been taken for extra learning or self-learning while designing the courses.	4	3	2	1	0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	4	3	2	1	0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	4	3	2	1	0
7	The curriculum has focus on personality development by	4	3	2	1	0



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	presence of courses on human values and professional ethics					
8	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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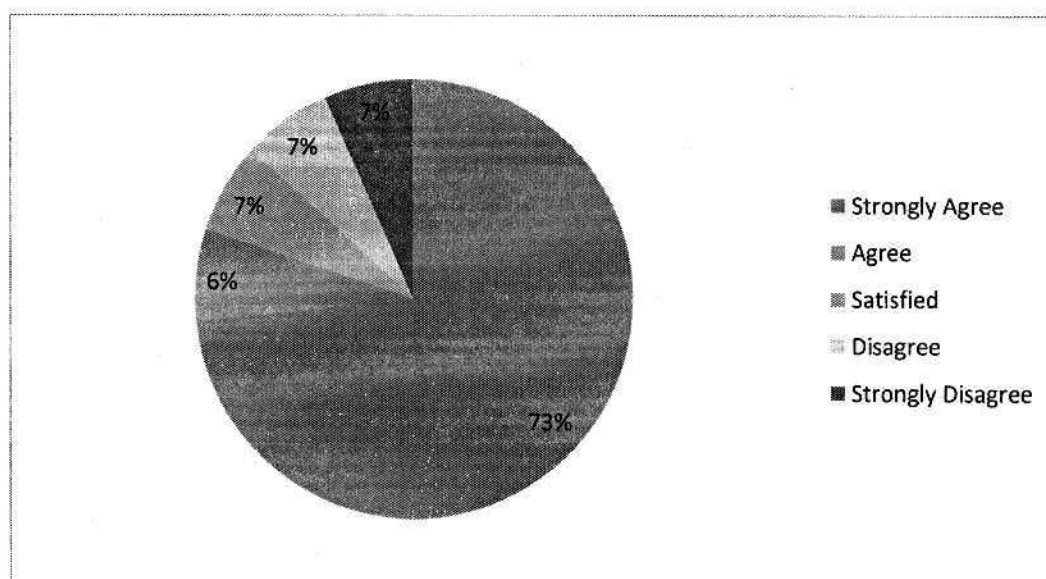
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Analysis of Peer Academician's Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The syllabus of the courses are proper in relation to the competencies expected out of the programme.

The syllabus of the courses are proper in relation to the competencies expected out of the programme.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66





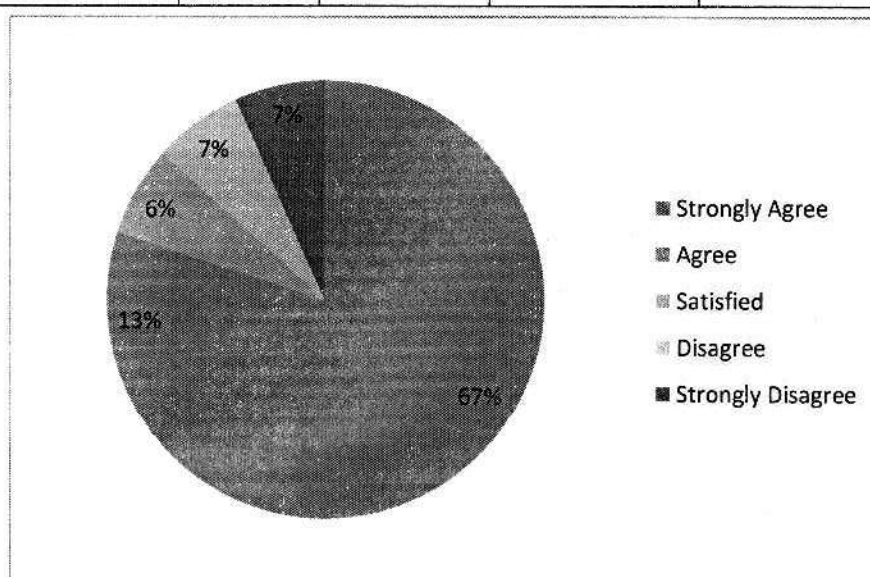
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Q.2 The sequence and overall organization of the courses is proper in the curriculum.

The sequence and overall organization of the courses is proper in the curriculum.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	13.33	6.66	6.66	6.66





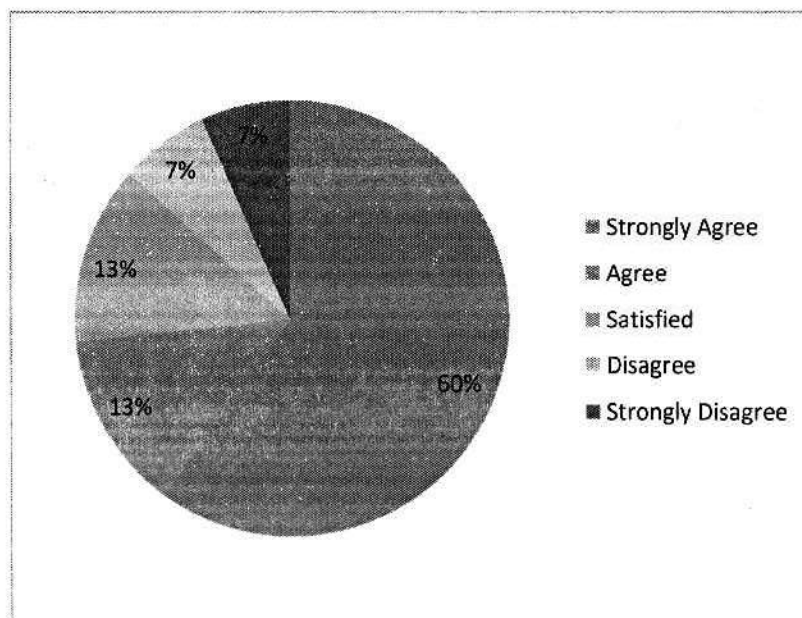
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U.: www.sug.ac.in

Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	60.00	13.33	13.33	6.66	6.66





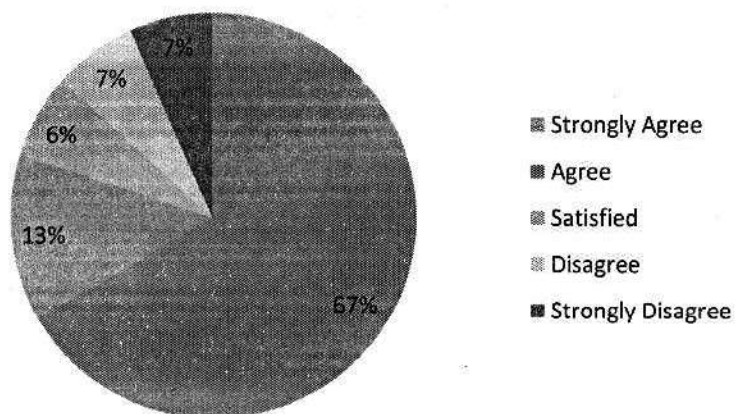
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Q.4 Extra care has been taken for extra learning or self-learning while designing the courses.

Extra care has been taken for extra learning or self-learning while designing the courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	13.33	6.66	6.66	6.66





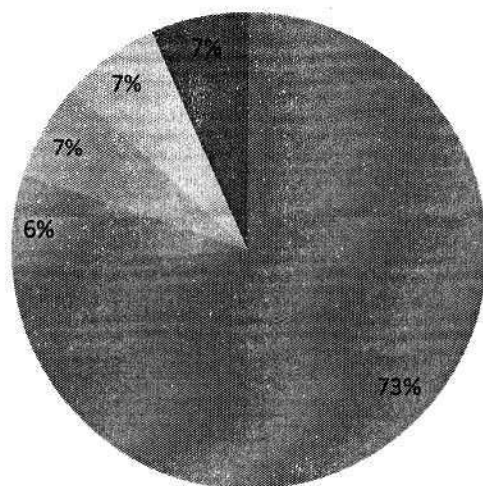
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



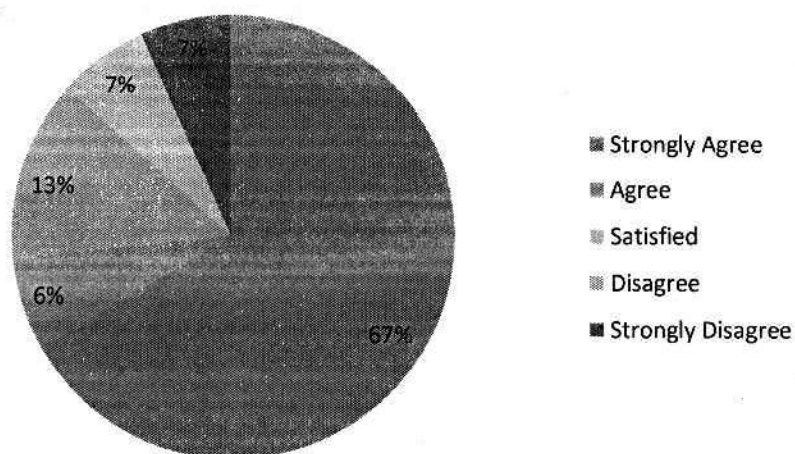
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	6.66	13.33	6.66	6.66





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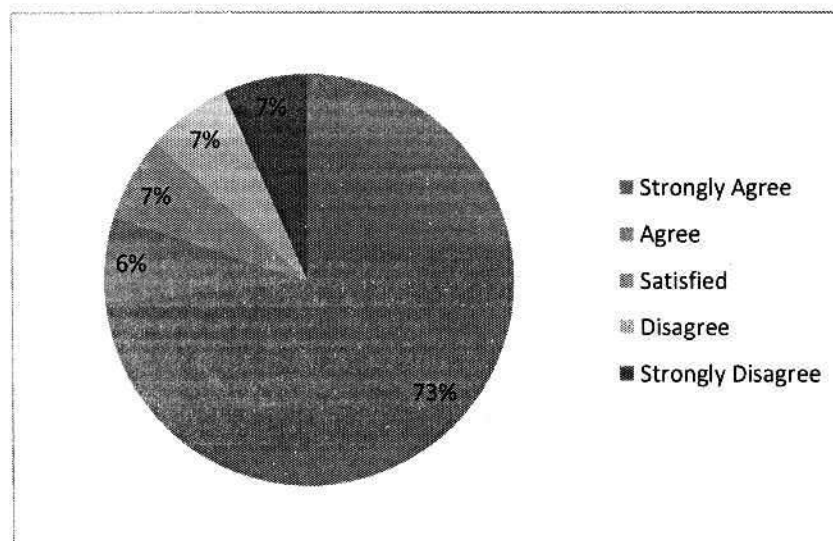
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Q.7 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66





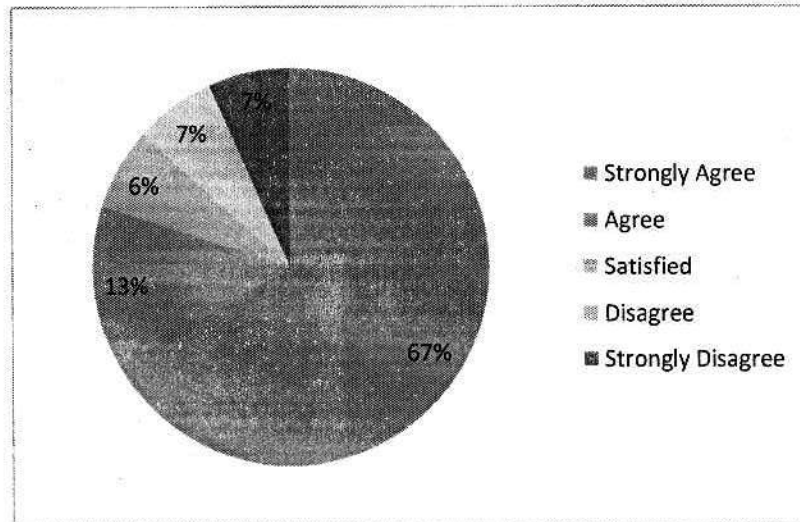
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Q.8 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	66.00	13.33	6.66	6.66	6.66





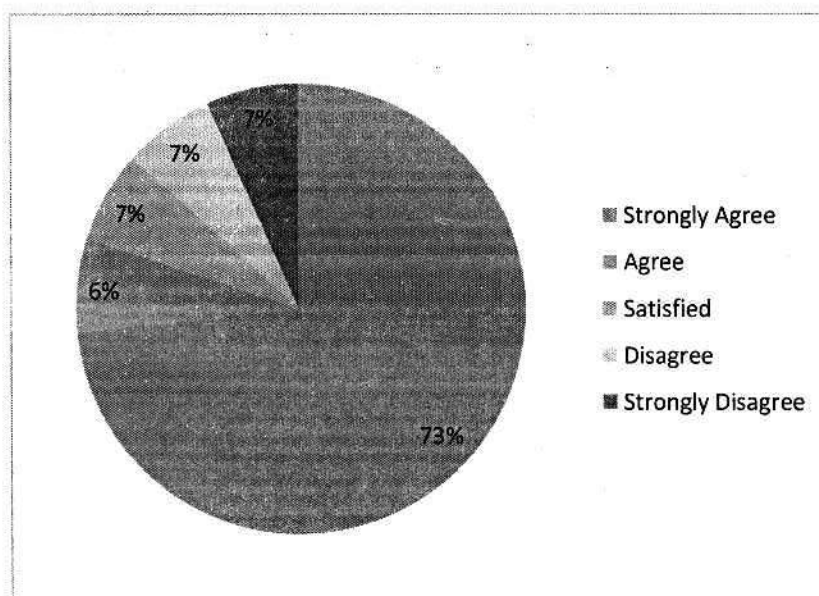
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Q.9 The courses have adequate balance between theory and application for a student's holistic development.

The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	73.00	6.66	6.66	6.66	6.66





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School of Business & Entrepreneurship(15)

Total no. of Peer Academicians: 15		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The syllabus of the courses are proper in relation to the competencies expected out of the programme.	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66
The sequence and overall organization of the courses is proper in the curriculum	No. of Academicians	10.00	2.00	1.00	1.00	1.00
	Percentage	66.00	13.33	6.66	6.66	6.66
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses	No. of Academicians	9.00	2.00	2.00	1.00	1.00
	Percentage	60.00	13.33	13.33	6.66	6.66
Extra care has been taken for extra learning or self-learning while designing the courses.	No. of Academicians	10.00	2.00	1.00	1.00	1.00
	Percentage	66.00	13.33	6.66	6.66	6.66
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Academicians	10.00	1.00	2.00	1.00	1.00
	Percentage	66.00	6.66	13.33	6.66	6.66
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66
The curriculum is well organized and balanced for	No. of Academicians	10.00	2.00	1.00	1.00	1.00



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the programme with proper credit allocation.	Percentage	66.00	13.33	6.66	6.66	6.66
The courses have adequate balance between theory and application for a student's holistic development.	No. of Academicians	11.00	1.00	1.00	1.00	1.00
	Percentage	73.00	6.66	6.66	6.66	6.66

Analysis of Feedback:

The feedback analysis of the curriculum reveals that the program is generally well-structured, with consistent ratings around 86% across various criteria. The syllabus is considered appropriate in relation to the competencies expected from the program, and the sequence and organization of the courses are also regarded as adequate. The curriculum provides a fair amount of multidisciplinary knowledge and elective courses, allowing students some flexibility and broader learning opportunities. Extra care has been taken to incorporate self-learning elements, which is seen as a positive aspect. There is also recognition that the curriculum addresses entrepreneurial skills and industry readiness, but the feedback suggests these areas could be improved to further enhance their impact. While the program promotes employability and higher education opportunities, this aspect is rated slightly lower, indicating potential for strengthening connections with the job market or academia. Personality development is well-integrated through courses on human values and professional ethics, but, again, further attention could be given to enhance the overall student experience. Overall, the curriculum appears balanced, though it may benefit from more focus on employability and a more robust integration of entrepreneurial elements.



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Action Taken Report
(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action Taken	Outcome
1	Strengthen entrepreneurial skill development and practical exposure	Introduced a startup incubation workshop series and live business simulation projects in collaboration with industry mentors	Enhanced practical understanding of entrepreneurship; increased student participation in startup pitch events and innovation competitions
2	Improve employability focus and job market alignment	Expanded career services with mock interviews, resume-building sessions, and industry panels; partnered with new companies for placements	Improved placement statistics and student preparedness; more students reported confidence in facing job interviews and understanding employer expectations
3	Broaden multidisciplinary learning opportunities	Launched new interdisciplinary electives like Digital Marketing, Business Analytics, and Environmental Economics	Students gained exposure to emerging fields; positive feedback on the relevance and diversity of course offerings
4	Enhance personality development and ethics education	Strengthened the Human Values and Professional Ethics course with real-life case studies, role-playing, and reflective writing assignments	Increased student engagement with ethical and value-based learning; students reported deeper understanding of professionalism and ethical behavior in business



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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
BBA**

List of Examiners (2022-2023)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1	BBN-201 Organization Behaviour	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani
		3. Dr. Gargi
		Internal Examiner
		1. Ms. Swati Rajaura
2	BBN-202 Business Finance	2. Ms. Aditi Garg
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
3	BBN-203 Human Resource Development	1. Mr. Rahul Kumar
		2. Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani



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		3. Dr.Gargi
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2.Mr. Harsh Panmwar
4	BBN-204 Marketing Theories & Practices	External Examiner
		1. Dr. Asma
		2.Dr.Ashok Gupta
		3.Ms. Neha Rani
		Internal Examiner
		1.Dr. Somprabh Dubey
		2.Mr. Adesh Kumar
5	BBN-205 Business Mathematics	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Parul Tyagi
6	BBN-206 Advertising Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi



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		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Kritika singhal
7		External Examiner
		1. .Dr. Ashok Gupta
		2. Dr. Asma
		3. Ds. Neha Rani
		Internal Examiner
	BBN-401 Supply Chain Management	1.Dr. Somprabh dubey
		2. Mr. Adesh Kumar
8		External Examiner
		1. Dr. Neha Yashisth
		2. Ms. Neha Rani
		3. Ms.Gargi
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
	BBN-402 Research Methodology	2. Mr. Harsh Panwar
9		External Examiner
		1. Dr. Neha Yashisth
		2. Ms. Neha Rani
		3. . Ms.Gargi
		Internal Examiner
	BBN-403 Specialised Accounting	1. Dr. Abhimanyu Upadhayay



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		2. Mr. Harsh Panwar
10	BBN-404 Consumer Behaviour	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhyay 2. Mr. Adesh Kumar
11	BBN-405 Investment Analysis & Portfolio Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey Mr. Adesh Kumar
12	BBN-406 Company Law	External Examiner 1. Dr. Anuj Goel 2. Dr. Ganesh 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar
13	BBN-601 Project Management	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma



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		3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
14	BBN-602 Goods & Service Tax	External Examiner 1.Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Mr. Harsh Panmwar
15	BBN-603 Auditing	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Dr. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
16	BBN-604 International Trade	1 Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar



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17	BBN-605 Strategic Mangement	<p>1 Dr. Neha Yashisth</p> <p>2.Dr. Neha Rani</p> <p>3. Dr..Gargi</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2.Mr. Harsh Panmwar</p>
18	BBN-606 Trainning & Development	<p>External Examiner</p> <p>1.Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary</p> <p>3. Dr. Neha Rani</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Ms. Swati Rajaura</p>



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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
MBA**

List of Examiners (2022-2023)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1	MBA-201 Marketing Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani
		3. Dr.Gargi
		Internal Examiner
2	MBA-202 Financial Management	1. Dr. Abhimanyu Upadhayay
		2.Mr. Harsh Panmwar
		External Examiner
		1. Dr. Asma
		2.Dr.Ashok Gupta
3	MBA-203 Human Resource Management	3.Ms. Neha Rani
		Internal Examiner
		1.Dr. Somprabh Dubey
		2.Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth



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		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Parul Tyagi
4	MBA-204 Production and Operations Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Kritika singhal
5	MBA-205 Research Methodology	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Aditi Garg
6	MBA-206 Business Environment	External Examiner
		1.Dr. Neha Yashisth



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		2. Dr. Anshu Choudhary
		3. Ms. Neha Rani
		Internal Examiner 1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
7	MBA-207 Corporate Image Building	External Examiner 1.Dr. Neha Yashisth 2.Dr. Anshu Choudhary 3.Dr. Swantra Chauchan Internal Examiner 1.Dr. Abhimanyu Upadhayay 2.Dr. Somprabh dubey
8	MBA-401 Entrepreneurship Development	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
9	MBA -402 Corporate Social Responsibility and Corporate Governance	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Dr. Neha Rani Internal Examiner



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		1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
10	MBA-403 E-Business	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
11	MBA-4OP4 Innovation Management and Startup Ecosystem	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
12	MBA-4MK4 International Marketing	External Examiner 1.Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Mr. Harsh Panmwar
13	MBA-4MK5Rural Marketing	External Examiner 1. Dr. Ashok Gupta



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		<p>2. Dr. Asma</p> <p>3. Dr. Neha Rani</p> <p>Internal Examiner</p> <p>1.Mr. Somprabh dubey</p> <p>2. Mr. Adesh Kumar</p>
14	MBA-4FM4International Financial Management	<p>1 Dr. Neha Yashisth</p> <p>2. Dr. Neha Rani</p> <p>3. Dr.Gargi</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Mr. Harsh Panmwar</p>
15	MBA-4FM5 Project Planning and Evaluation	<p>1 Dr. Neha Yashisth</p> <p>2.Dr. Neha Rani</p> <p>3. Dr..Gargi</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2.Mr. Harsh Panmwar</p>
16	MBA-4HR4 Industrial Relations and Labour Laws	<p>External Examiner</p> <p>1.Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary</p> <p>3. Dr. Neha Rani</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p> <p>2. Ms. Swati Rajaura</p>



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17		External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
	MBA-4HR54 Compensation Management	



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 12/06/2022

NOTICE

Subject: Meeting of the Board of Studies

All members of the Board of Studies are hereby informed that a meeting will be held as per the following details:

Date: 23.06.2022

Time: 10 am

Venue: School of Business Studies & Entrepreneurship

Agenda:

1. Approval of the Minutes of the 18th BOS Meeting held on 22 Dec. 2021
2. Approval of New Interdisciplinary course in (BBN-305E) in the scheme (BBA 3rd Sem.) updated w.f. the academic session 2022-23
3. Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **July. to Dec. 2022**
4. Discussion on the Value Added courses offered for students and ratification of the same.
5. Any other matter with the permission of the Chair

All members are requested to make it convenient to attend the meeting and come prepared with relevant documents and suggestions.

Issued by:

Dr. Somprabh Dubey
Chairperson, Board of Studies



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 12/06/2022

To

Prof.(Dr.) Umesh Kumar
J.P. School of Business, Meerut

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 23.06.2022

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs. We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.
Warm regards,
Chairman (BOS)



**Shobhit
University**

EDUCATION EMPOWERS

Babu Vijendra Marg, Adarsh Institutional
Area Gangoh, Distt. Saharanpur (U.P.)
247341, India
Tel: +91 7830810052
E-mail: registrargangoh@shobhituniversity.ac.in
U: www.sug.ac.in

SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 12/06/2022

To

Dr. Nirankush Dutta
Associate Professor
Department of Management Studies BITS Pilani

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 23.06.2022

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,
Chairman (BOS)



**Shobhit
University**


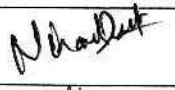

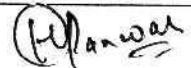
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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 12/06/2022

Attendance Sheet (19th BOS Meeting)

Sr. No	Name	External/Internal Member	Signature
1	Prof.(Dr.) Umesh Kumar	External Member	
2	Dr. Nirankush Dutta	External Member	
3	Dr. Abhimanyu Upadhaya	Internal Member	
4	Mr. Harsh Panwar	Internal Member	


Chairman



**Shobhit
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School of Business Studies & Entrepreneurship

Date: 23.06.2022

Minutes of the Meeting of Board of Studies

19th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 23rd June 2022 at 10:00 am onwards. The following members were present in the meeting:

- | | | |
|----|--|-----------------|
| 1. | Dr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. | Dr. Anuj Goel
Professor
Shobhit Institute of Engineering & Technology, Shobhit
Deemed to- be- University, Meerut | External expert |
| 3. | Dr. Nirankush Dutta
Associate Professor, Department of Management Studies
BITS Pilani | External Expert |
| 4. | Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. | Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 19.1: Approval of the Minutes of the 18th BOS Meeting held on 22 Dec. 2021

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 19.2: Approval of the Inter-disciplinary course (BBN-305E) in the Scheme (BBA 3rd Sem.) updated w.e.f. the academic session 2022-23. {Annexure-2}

- **BOS members approved Inter-disciplinary course (BBN-305E) in the Scheme (BBA 3rd Semester)**

Item BOS 19.3: Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA & MBA for session **July to Dec. 2022** The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-3}

Item BOS 19.4: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:




(Vice Chancellor)





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School of Business Studies & Entrepreneurship

Date: 22.12.2021

Minutes of the Meeting of Board of Studies

18th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 22th Dec. 2021 at 10:00 am onwards. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Prof.(Dr.) Vikas Tripathi
Dept. of Management studies
GLA University Mathura | External expert |
| 3. Dr. Nishant Pandey
Associate Professor
School of Business Studies, Amity University NOIDA | External Expert |
| 4. Mr. Somprabh Dubey
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Assistant Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 18.1: Approval of the Minutes of the 17th BOS Meeting held on 28 June 2021 was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 18.2: Approval of New Interdisciplinary course in MBA-205B w.e.f. the academic session 2021-22. {Annexure-2}

- BOS members approved New Interdisciplinary course in MBA-205B.

Item BOS 18.3: Analysis of Students' feedback & Action taken report:

- BOS Chairman has expressed that the student feedback and action taken report process is done at the end of academic session. The BOS members noted the same.

Item BOS 18.4: Analysis of the feedback on curriculum from stakeholders:

- The BOS chairman presented the analysis report of stakeholders' feedback on curriculum. The BOS members noted the same and advised to incorporate the suggestions as per the feasibility. The Action Taken Report is enclosed herewith. {Annexure-3}

Item BOS 18.5: Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **Jan. to June 2022**. The same is being sent to the Controller of Examinations, ShobhitUniversity Gangoh, in a sealed cover. {Annexure-4}

Item BOS 18.6: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:



(Chairman, BOS)

(Dean Academics)

(Vice Chancellor)

School of Business Studies & Entrepreneurship

Date: 23.06.2022

Minutes of the Meeting of Board of Studies

19th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 23rd June 2022 at 10:00 am onwards. The following members were present in the meeting:

- | | | |
|----|--|-----------------|
| 1. | Dr. Somprabh Dubey
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. | Dr. Umesh Kumar
Professor & Director
J. P. School of business, Meerut | External expert |
| 3. | Dr. Nirankush Dutta
Associate Professor, Department of Management Studies
BITS Pilani | External Expert |
| 4. | Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. | Mr. Harsh Panwar
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Elective course System:

Item BOS 19.1: Approval of the Minutes of the 18th BOS Meeting held on 22 Dec.2021

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}

Item BOS 19.2: Approval of the Inter-disciplinary course (BBN-305E) in the Scheme (BBA 3rdSem.) updatedw.e.f. the academic session 2022-23. {Annexure-2}

- BOS members approved Inter-disciplinary course (BBN-305E) in the Scheme (BBA 3rdSemester)

Item BOS 19.3: Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA& MBA for session **July to Dec. 2022** The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-3}

Item BOS 19.4: Discussion on the Value Added courses offered for students and ratification of the same.


- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

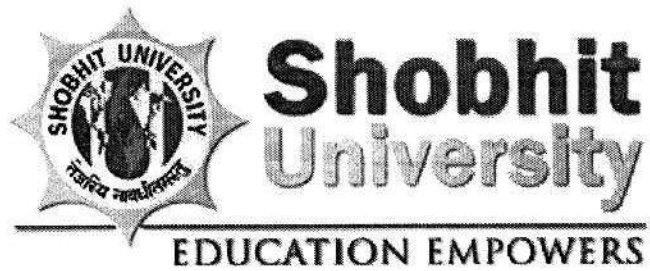
The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:


(Chairman, BOS)


(Dean Academics)


(Vice Chancellor)



ShobhitUniversity, Gangoh

(Established by UP Shobhit University Act No. 3, 2012)

School of Business Studies & Entrepreneurship

Ordinances, Regulations & Syllabus

For

**Bachelor of Business Administration (BBA) Three Year
Programme Annual Pattern**

(w.e.f. session 2020-21)

**Approved and adopted in the year 2019 (Board of Studies; Dec.
20, 2019) by 14th Academic Council (Agenda No.-2.2)**

Programme Educational Objectives (PEOs)

PEO1 Graduates will demonstrate a comprehensive understanding of core business concepts, including finance, marketing, management, and operations, enabling them to analyze and solve business problems effectively.

PEO2 Graduates will apply critical thinking and analytical skills to make informed decisions in complex business environments, considering ethical and social implications.

PEO3 Graduates will effectively communicate ideas and information in both written and verbal formats, demonstrating strong interpersonal skills necessary for teamwork and leadership roles.

PEO 4 Graduates will understand the impact of globalization on business practices and appreciate diverse perspectives, fostering inclusivity in the workplace.

PEO 5 Graduates will utilize current technologies and data analytics tools to enhance business operations and decision-making processes.

PEO6 Graduates will cultivate an entrepreneurial mindset, demonstrating creativity and innovation in developing new business ideas and strategies.

PEO 7 Graduates will recognize the importance of ethical behavior and social responsibility in business, making decisions that contribute positively to society.

PEO 8 Graduates will embrace continuous learning and adaptability, equipping them to navigate the evolving business landscape throughout their careers.

Programme Specific Objectives (PSO's)

PSO1 Equip students with a foundational understanding of various business functions, including marketing, finance, operations, and human resources.

PSO2 Foster the ability to analyze complex business problems and make data-driven decisions using quantitative and qualitative methods.

PSO3 Instill a sense of ethical responsibility and integrity in business practices, preparing students to be ethical leaders in their future careers.

PSO4 Improve both written and verbal communication skills, enabling students to effectively present ideas and collaborate in diverse teams.

PSO5 Inspire innovative thinking and the ability to recognize and capitalize on business opportunities in various environments.

PSO6 Provide an understanding of global business practices and cultural diversity, preparing students for careers in an interconnected world.



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Programme Outcome Objectives(POO's)

POO1 Demonstrate a comprehensive understanding of core business concepts, theories, and practices across various disciplines, including finance, marketing, management, and operations.

POO 2 Apply critical thinking and analytical skills to solve complex business problems and make informed decisions based on quantitative and qualitative data.

POO3 Exhibit effective verbal and written communication skills, enabling clear presentation of ideas and persuasive arguments in diverse business contexts.

POO4 Work effectively in teams, demonstrating leadership, interpersonal skills, and the ability to manage group dynamics to achieve common goals.

POO5 Understand and apply ethical principles and social responsibility in business decision-making, recognizing the impact of business actions on society and the environment.

POO6 Analyze and appreciate the impact of globalization on business practices and strategies, and demonstrate cultural awareness in diverse business environments.

POO 7 Utilize modern technology and information systems to enhance business operations, including data analysis tools and management software.

POO8 Foster an entrepreneurial mindset by identifying opportunities, assessing risks, and developing innovative solutions to create value in the marketplace.

POO9 Commit to ongoing personal and professional development, recognizing the importance of staying current with industry trends and advancements.

POO 10 Develop and implement effective business strategies that align with organizational goals and respond to market dynamics.



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Course Structure

Ordinance and Regulations



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BBA 3rd Semester Syllabus

Core Course (CC-1)

Foreign Language (BBN-305 E)

CO: COURSE OBJECTIVES

CO-1 Enhance students' ability to communicate effectively in both spoken and written forms in the target language.

CO-2 Foster an appreciation for the cultures associated with the language, including traditions, customs, and social norms.

CO-3 Expand students' vocabulary to enable them to express themselves on a variety of topics.

CO-4 Develop a solid understanding of the grammatical structures of the language to improve accuracy and fluency.

CO-5 Improve students' ability to understand spoken language in various contexts, including conversations, media, and presentations.

Course Contents

Unit 1: Introduction to the Language

- Overview of the language structure
- Basic greetings and introductions
- Importance of the language in global business

Unit 2: Essential Vocabulary

- Common business terminology
- Numbers, dates, and time expressions
- Key phrases for business meetings

Unit 3: Basic Grammar Concepts

- Nouns, pronouns, and adjectives
- Simple sentence structures
- Present tense conjugation



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Unit 4: Business Communication Skills

- Writing emails and business letters
- Formal vs. informal language
- Role-play: introducing oneself in a business context

Unit 5: Cultural Awareness

- Overview of cultural norms and practices
- Importance of cultural sensitivity in business
- Discussion: Cultural differences in communication styles

Suggested Readings:

- **Beginner's Guide to the Language**
- **Basic Grammar Textbook**
- **Conversational Phrasebook**
- **Cultural Guidebook**
- **Verb Conjugation Reference**



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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
BBA**

List of Examiners (2022-2023)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1.	BBN-101- Business Economics	External Examiner
		1.Dr. Preeti
		2.Dr. Gargi
		3.Dr. Abhishek Dabas
		Internal Examiner
		1.M Adesh Kumar
2	BBN-102 Basic Accounting	2. Ms. Kritika Singhal
		External Examiner
		1.Dr. Neha Tyagi
		2.Dr. Anuj Goel
		3.Dr.Ashok Gupta
		Internal Examiner
3	BBN-103 Business Statistics	1.Rahul Kumar
		2.Mr. Adesh Kumar
		External Examiner
		1.Dr. Ashok Gupta
		2 Dr. Asma



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		3.Dr. Abhishek Dabas
		Internal Examiner
		1.Dr.Somprabh Dubey
		2.Mr. Adesh Kumar
4	BBN-104 Principles of Management	External Examiner
		1. Dr. Neha Yashisth
		2.Dr. Anshu Choudhary
		3. Dr. Swantra Chauchan
		Internal Examiner
		1.Mr. Harsh Panwar
		2. Dr. Somprabh Dubey
5	BBN-105 Business Ethics & Governance	External Examiner
		1. Dr. Swantra Chauchan
		2.Dr. Neha Rani
		3 Dr.Gargi
		Internal Examiner
		1.Mr. Sachin Sharma
		2. Mr. Harsh Panwar



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6	BBN-106 Computer	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Dr.. Neha Rani Internal Examiner 1.Dr.. Somprabh dubey 2. Mr. Ravi Kumar 2.Ms. Kritika singhal
7	BBN-301 Management & Cost Accounting	External Examiner 1. Dr. Neha Yashisth 2. Dr. Neha Yajurvadi 3. Dr. Anshu Internal Examiner 1.Ms. Swati Rajaura 2.Ms. Aditi Garg
8	BBN-302 Business Law	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay



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		2. Ms. Swati Rajaura
9	BBN-303 Production Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Swantra Chauchan Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Dr. Somprabh dubey
10	BBN-304 Production Management	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1. Dr. Somprabh dubey 2. Mr. Adesh Kumar
11	BBN-305 Business Policy	External Examiner 1. Dr. Swantra Chauchan 2. Dr. Neha Rani 3. Dr. Gargi Internal Examiner 1. Mr. Adesh Kumar 2. Dr. Somprabh dubey
12	BBN-306 Business Environment	External Examiner



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		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
13	BBN-501 Income Tax	External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
14	BBN-502 Marketing Communication	External Examiner
		1.Dr. Anuj Goel
		2. Dr Ganesh
		3. Dr. Neha Rani
		Internal Examiner
		1. Mr. Somprabh dubey
		2 Mr.Adesh Kumar
15	BBN-503 Entrepreneurship & Small Business Management	External Examiner
		1.Dr. Abhishek Dadas



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		2. Dr. Ganesh 3. Dr. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2 Mr. Adesh Kumar
16	BBN-504 Sales Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhyay 2. Ms. Swati Rajaura
17	BBN-505 Industrial Relations & Labour Laws	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Dr. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar
18	BBN-506 Company Accounts	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani



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Internal Examiner

1. Dr. Abhimanyu Upadhayay

2. Ms. Swati Rajaura



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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
MBA**

List of Examiners (2022-2023)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1.	MBA-101 Management Practices & Organization Behaviour	External Examiner
		1.Dr. Preeti
		2.Dr. Gargi
		3.Dr. Abhishek Dabas
		Internal Examiner
2	MBA-102 Economics Analysis for Business	1.M Adesh Kumar
		2. Ms. Kritika Singhal
		External Examiner
		1.Dr. Neha Tyagi
		2.Dr. Anuj Goel
3	MBA-103 Accounting for Managers	3.Dr.Ashok Gupta
		Internal Examiner
		1.Rahul Kumar
		2.Mr. Adesh Kumar
		External Examiner
		1.Dr. Ashok Gupta
		2 Dr. Asma
		3.Dr. Abhishek Dabas



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U.: www.sug.ac.in

		Internal Examiner
		1.Dr.Somprabh Dubey
		2.Mr. Adesh Kumar
4	MBA-104Quantitative Techniques for Managers	External Examiner 1. Dr. Neha Yashisth 2.Dr. Anshu Choudhary 3. Dr. Swantra Chauchan Internal Examiner 1.Mr. Harsh Panwar 2. Dr. Somprabh Dubey
5	MBA-105Legal Aspect of Business	External Examiner 1. Dr. Swantra Chauchan 2.Dr. Neha Rani 3 Dr.Gargi Internal Examiner 1.Mr. Sachin Sharma 2. Mr. Harsh Panwar
6	MBA-106Business Ethics	External Examiner



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		1. .Dr. Ashok Gupta
		2. Dr. Asma
		3. Dr.. Neha Rani
		Internal Examiner
		1.Dr.. Somprabh dubey
		2. Mr. Ravi Kumar
7	MBA-107Personality Development & Communication Skills	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani
		3. Dr.Gargi
		Internal Examiner
		1. Ms. Swati Rajaura
		2. Ms. Aditi Garg
8	MBA-108Information Systems	External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Mr. Rahul Kumar
		2. Mr. Adesh Kumar
9	MBA-301 Strategic Management	External Examiner
		1. .Dr. Ashok Gupta



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		2. Dr. Asma
		3. Ms. Neha Rani
		Internal Examiner
		1. Dr. Somprabh dubey
		2. Mr. Adesh Kumar
10	MBA-302 International Business	External Examiner
		1. Dr. Swantra Chauchan
		2. Dr. Neha Rani
		3. Dr. Gargi
		Internal Examiner
		1. Mr. Adesh Kumar
		2. Dr. Somprabh dubey
11	MBA-303 Supply Chain Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhyay
		2. Ms. Swati Rajaura
12	MBA-3MK1 Consumer Behaviour & Sales Management	External Examiner
		1. Dr. Ashok Gupta



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		2. Dr. Asma 3. Ds. Neha Rani Internal Examiner 1.Dr. Somprabh dubey 2. Mr. Adesh Kumar
13	MBA-3MK2 Marketing of Non Profit Organization	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panwar
14	MBA-3MK3 Integrating Marketing Communication	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panwar
15	MBA-3FM1Security Analysis & Portfolio Management	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary



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		3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhyay 2. Mr. Adesh Kumar
16	MBA-3FM2 Financial Markets & Services	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey Mr. Adesh Kumar
18	MBA-3FM3 Corporate Tax Planning	External Examiner 1. Dr. Anuj Goel 2. Dr. Ganesh 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar
19	MBA-3HR1 - Knowledge Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner



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		1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
20	MBA-3HR2Organizational Change & Development	External Examiner 1.Dr. Anuj Goel 2. Dr Ganesh 3. Dr. Neha Rani Internal Examiner 1.Dr. Somprabh dubey 2 Mr.Adesh Kumar
21	MBA-3HR3Performance Management & Competency Mapping	External Examiner 1.Dr. Abhishek Dadas 2. Dr Ganesh 3. Dr. Neha Rani Internal Examiner 2. Dr. Somprabh dubey 2 Mr.Adesh Kumar



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 17/06/2023

NOTICE

Subject: Meeting of the Board of Studies

All members of the Board of Studies are hereby informed that a meeting will be held as per the following details:

Date: 27.06.2023

Time: 10 am

Venue: School of Business Studies & Entrepreneurship

Agenda:

1. Approval of the Minutes of the 20th BOS Meeting held on 22 Dec. 2022
2. Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **July to Dec. 2023**
3. Discussion on the Value Added courses offered for students and ratification of the same.
4. Any other matter with the permission of the Chair

All members are requested to make it convenient to attend the meeting and come prepared with relevant documents and suggestions.

Issued by:

Dr. Somprabh Dubey
Chairperson, Board of Studies

SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 17/06/2023

To

Prof.(Dr.) Umesh Kumar
J.P. School of Business, Meerut

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 27.06.2023

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs. We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.
Warm regards,
Chairman (BOS)





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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date 17/06/2023

To

Dr. Nirankush Dutta
Associate Professor
Department of Management Studies BITS Pilani

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 27.06.2023

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,
Chairman (BOS)



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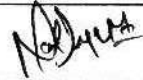

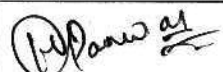
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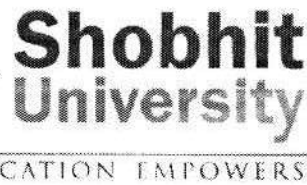
SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 17/06/2023

Attendance Sheet (21st BOS Meeting)

Sr. No	Name	External/Internal Member	Signature
1	Prof.(Dr.) Umesh Kumar	External Member	
2	Dr. Nirankush Dutta	External Member	
3	Dr. Abhimanyu Upadhaya	Internal Member	
4	Mr. Harsh Panwar	Internal Member	


Chairman



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Date: 27.06.2023

21st meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 27th June 2023 at 10:00 am onwards. The following members were present in the meeting:

- | | | |
|----|--|-----------------|
| 1. | Dr. Somprabdh Dubey
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. | Dr. Umesh Kumar
Professor & Director
J. P. School of business, Meerut | External expert |
| 3. | Dr. Nirankush Dutta
Associate Professor, Department of Management Studies
BITS Pilani | External Expert |
| 4. | Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. | Mr. Harsh Panwar
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 21.2: Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA& MBA for session **July to Dec. 2023**. The same is being sent to the Controller of Examinations, ShobhitUniversity Gangoh, in a sealed cover. {Annexure-2}


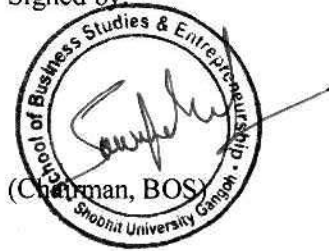
Item BOS 21.3: Discussion on the Value Added courses offered for students and ratification of the same.


- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:


(Chairman, BOS)



(Dean Academics)


(Vice Chancellor)

School of Business Studies & Entrepreneurship

Date: 21.12.2023

Minutes of the Meeting of Board of Studies

22nd meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 21st Dec. 2023 at 10:00 am onwards. The following members were present in the meeting:

- | | | |
|----|--|-----------------|
| 1. | Dr. Somprabh Dubey
Associate. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. | Dr. Umesh Kumar
Professor & Director
J. P. School of business, Meerut | External expert |
| 3. | Dr. Nirankush Dutta
Associate Professor, Department of Management Studies
BITS Pilani | External Expert |
| 4. | Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. | Mr. Harsh Panwar
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Elective Course System:

Item BOS 22.1: Approval of the Minutes of the 21st BOS Meeting held on 27 June 2023

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 22.2: Analysis of Students' feedback & Action taken report:

- BOS Chairman has expressed that the student feedback and action taken report process is done at the end of academic session. The BOS members noted the same.

Item BOS 22.3: Analysis of the feedback on curriculum from stakeholders:

- The BOS chairman presented the analysis report of stakeholders' feedback on curriculum. The BOS members noted the same and advised to incorporate the suggestions as per the feasibility. The Action Taken Report is enclosed herewith. {Annexure-2}

Item BOS 22.4: Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **Jan. to June 2024** The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-3}


Item BOS 22.5: Discussion on the Value Added courses offered for students and ratification of the same.

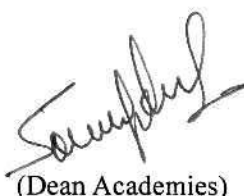
- BOS members approved the list of Value added courses offered to students

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:


(Chairman, BOS)


(Dean Academics)


(Vice Chancellor)



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Stakeholder Feedback Report-2023-24



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Feedback Process of Stake Holders:

Stake Holder's feedback is a regular process of the University. University always gives importance to its stake holder's suggestions for curriculum development and other student related activities. The University generally takes the feedback from the following stake holders:

- Students
- Teachers
- Employers
- Alumni
- Peer Academicians

At our university, we collect feedback from different stakeholders including Alumni, Students, Faculty, Peer Academicians, and Employers. Using online platforms, we gather these insights efficiently for thorough analysis. The processed feedback is then forwarded to various boards for their valuable suggestions. The Departmental Board of Studies synthesizes this information, crafting a comprehensive outcome which is then presented to the Academic Council. During Academic Council meetings, chaired by the Vice Chancellor, detailed discussions and clarifications take place. This collaborative process ensures that every perspective is considered before final approval and implementation of necessary changes. This method not only upholds the academic integrity of our institution but also fosters a culture of continuous improvement and innovation.

Feedback process of the School/Department:

Curriculum Design and Development is a significant process that involves consulting with experts and developing relevant need-based inputs based on feedback from stake holders. In this regard, the University makes the requisite arrangements for students, teachers, alumni and employers to provide input on curriculum-related institutional processes. The ultimate goal of stakeholder input is to gain valuable insights for improving teaching, learning, evaluation, and ability in all areas. Curriculum, as one of the most important elements of the teaching-learning process, must be evaluated on a regular basis. Shobhit University Gangoh has total 09 Schools/Departments and feedback is taken School/Department wise.



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TEACHERS' FEEDBACK



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Teachers' Feedback Analysis

After systematically assessing and examining the Teacher's suggestions, the university uses it as a foundation for making changes to the existing structure. The Teacher's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Teacher:

Teacher is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Teacher

Sl.	Questions	Type				
1	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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7	The curriculum helps in enhancing problem solving capability related to local/global societal issues.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	Adequate freedom is given to offer opinion on design & development of curriculum.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The existing system for curriculum revision is found to be effective.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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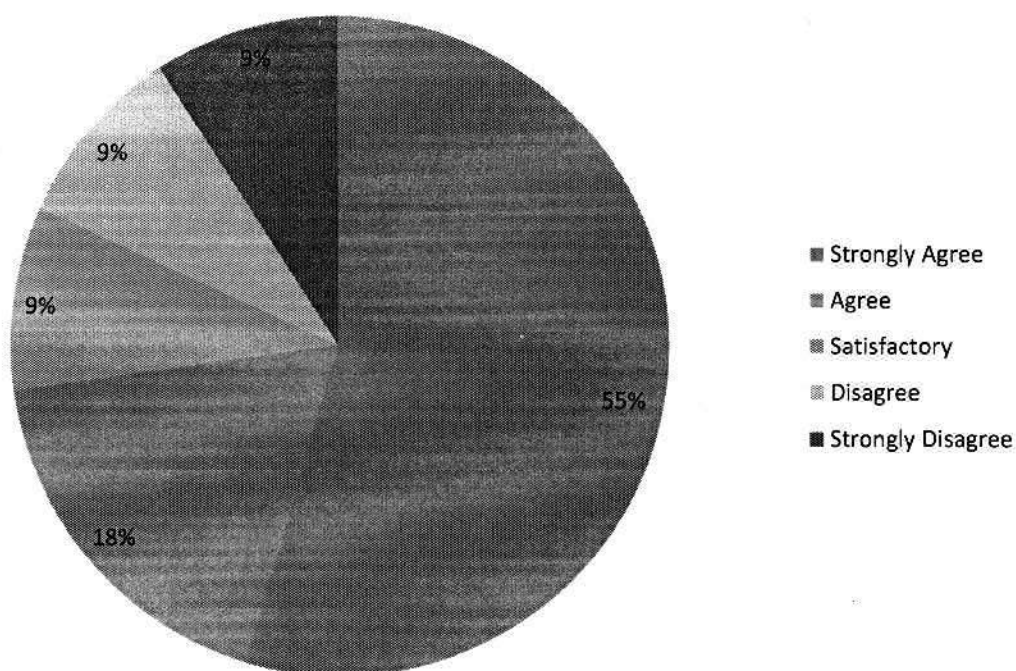
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Analysis of Teachers' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	54.55	18.18	9.09	9.09	9.09





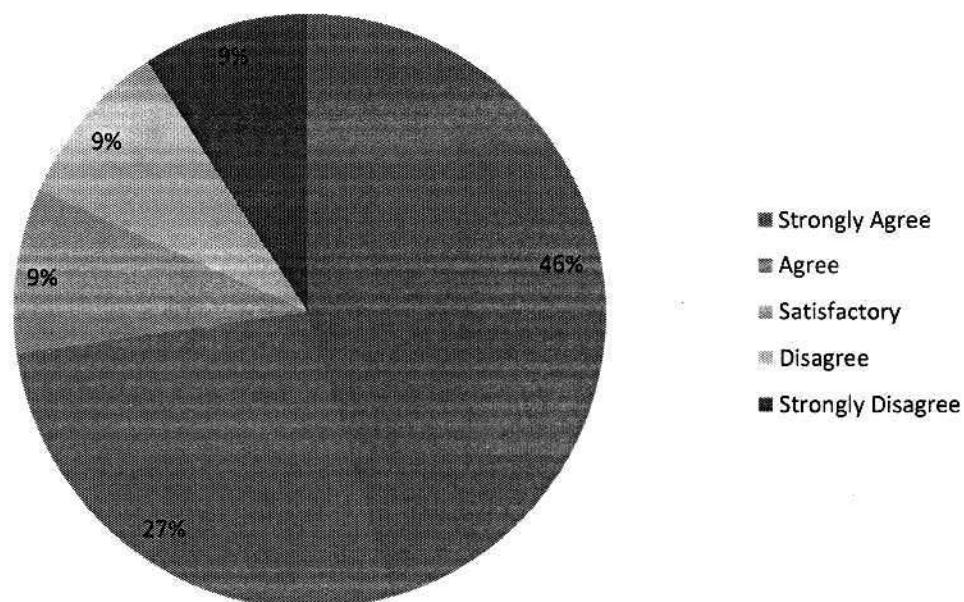
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Q.2 The courses have adequate balance between theory and application for student's holistic development.

The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.45	27.27	9.09	9.09	9.09





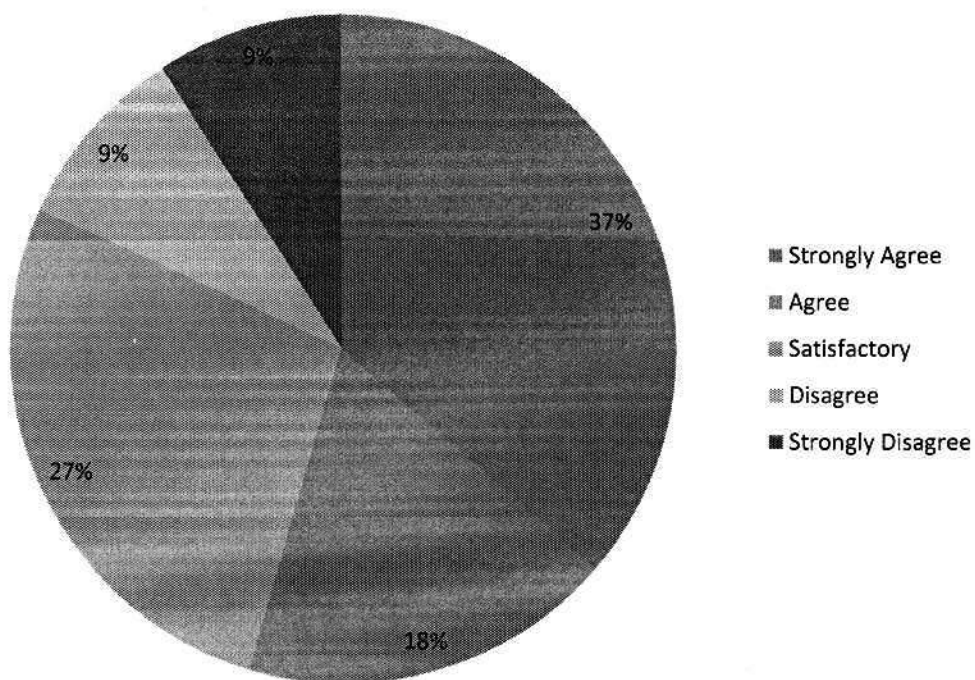
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	36.36	18.18	27.27	9.09	9.09





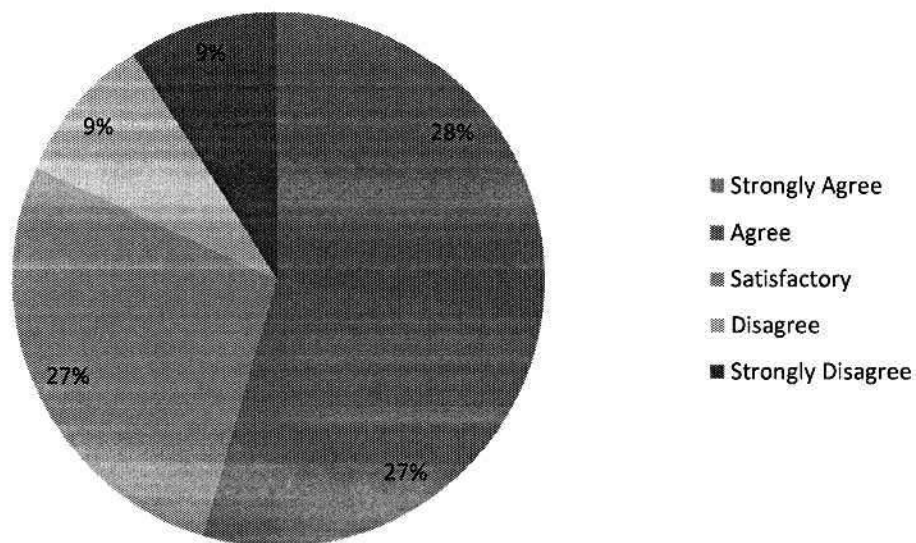
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Q.4 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	27.27	27.27	27.27	9.09	9.09





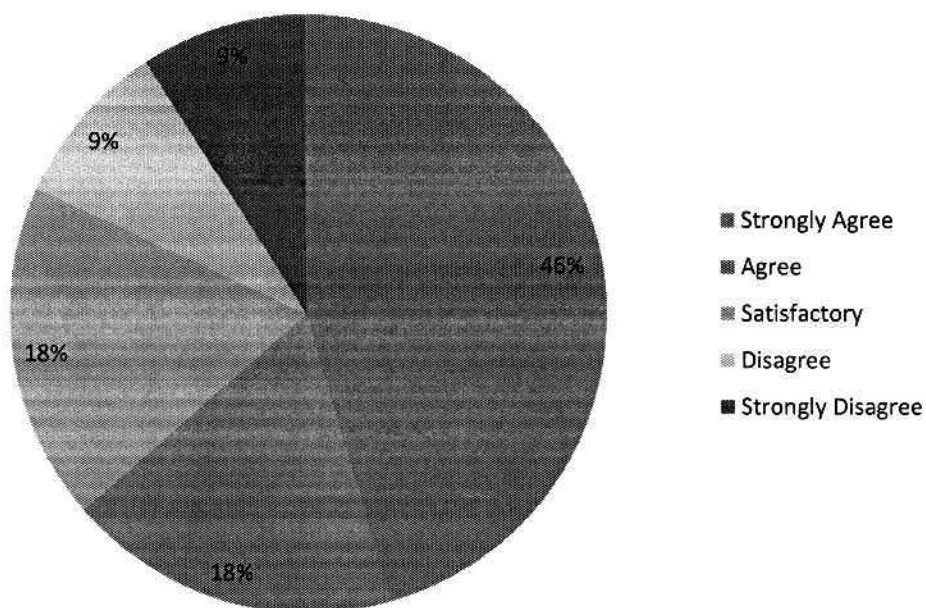
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.45	18.18	18.18	9.09	9.09





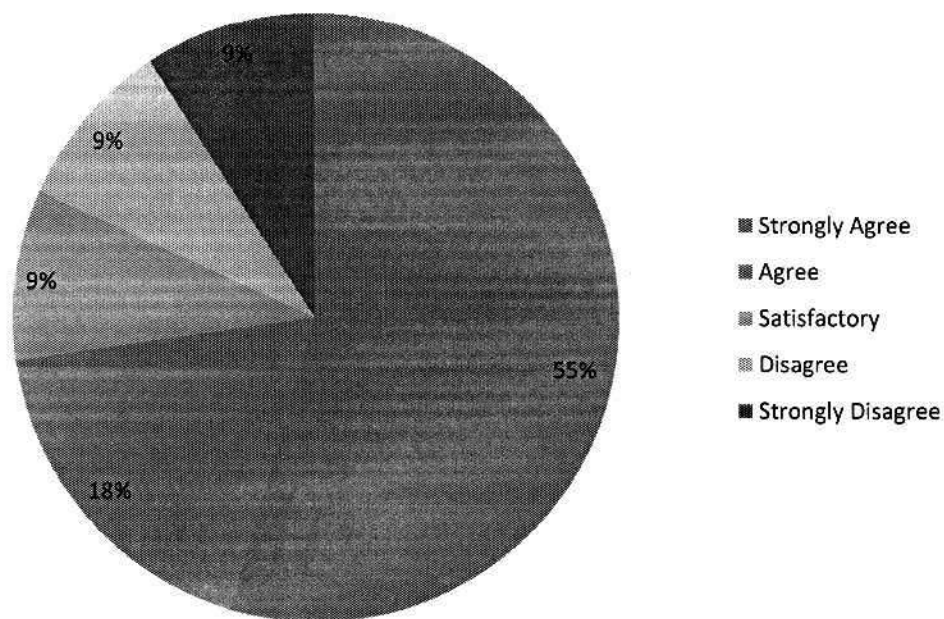
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	54.55	18.18	9.09	9.09	9.09





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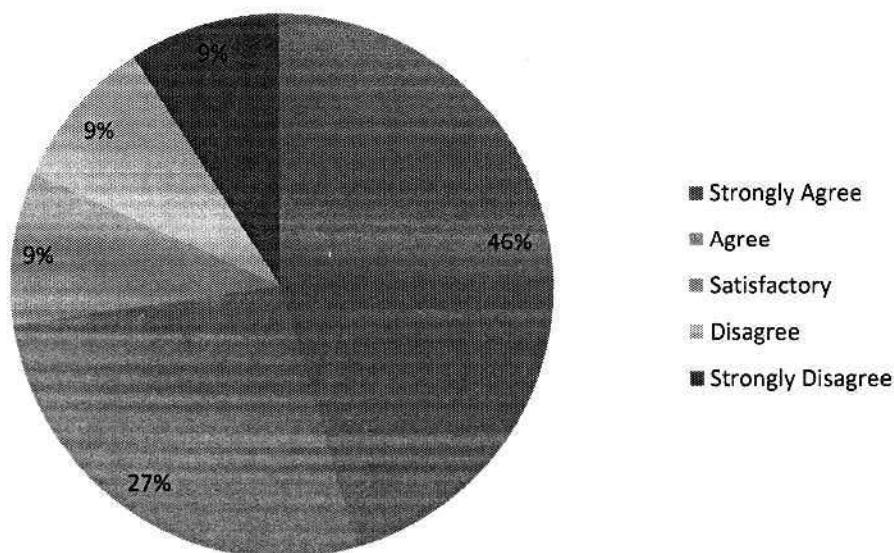
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Q.7 The curriculum helps in enhancing problem solving capability related to local/global societal issues.

The curriculum helps in enhancing problem solving capability related to local/global societal issues.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45.45	27.27	9.09	9.09	9.09





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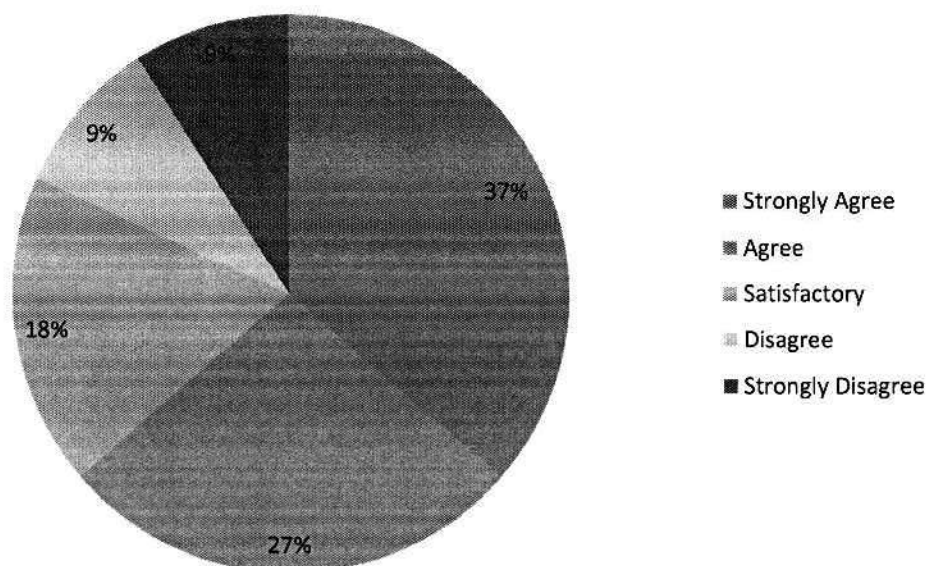
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Q.8 Adequate freedom is given to offer opinion on design & development of curriculum.

Adequate freedom is given to offer opinion on design & development of curriculum.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	36.36	27.27	18.18	9.09	9.09





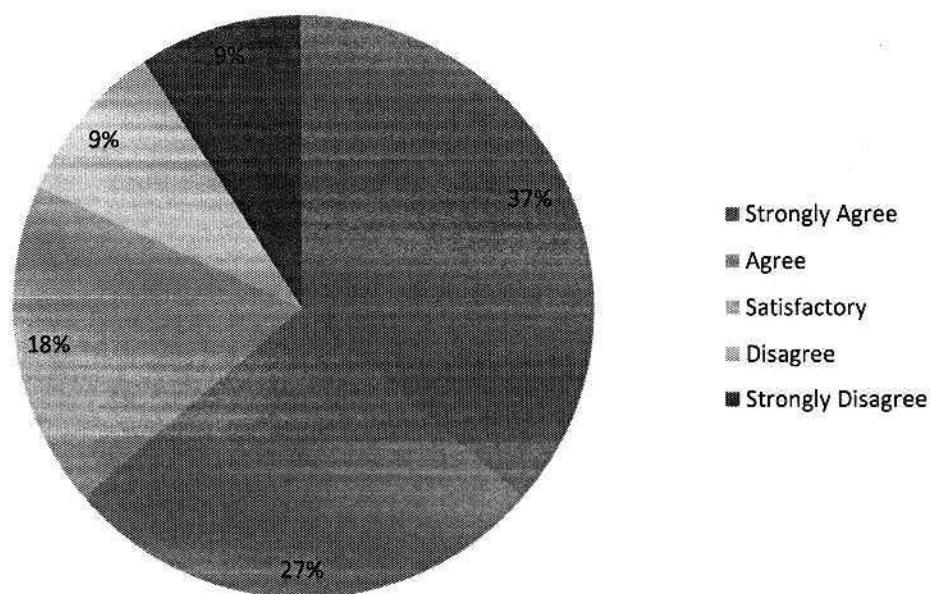
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Q.9 The existing system for curriculum revision is found to be effective.

The existing system for curriculum revision is found to be effective.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	36.36	27.27	18.18	9.09	9.09





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School of Business Studies & Entrepreneurship (11)

Total no. of Teachers : 11		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The curriculum is well organized and balanced for the programme with proper credit allocation.	No. of Teachers	6	2	1	1	1
	Percentage	54.55	18.18	9.09	9.09	9.09
The courses have adequate balance between theory and application for student's holistic development.	No. of Teachers	5	3	1	1	1
	Percentage	45.45	46.88	0.00	0.00	0.00
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	No. of Teachers	4	2	3	1	1
	Percentage	36.36	18.18	27.27	9.09	9.09
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Teachers	3	3	3	1	1
	Percentage	27.27	27.27	27.27	9.09	9.09
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Teachers	5	2	2	1	1
	Percentage	45.45	18.18	18.18	9.09	9.09
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Teachers	6	2	1	1	1
	Percentage	54.55	18.18	9.09	9.09	9.09
The curriculum helps in enhancing problem solving capability related to local/global societal issues	No. of Teachers	5	3	1	1	1
	Percentage	45.45	27.27	9.09	9.09	9.09



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Adequate freedom is given to offer opinion on design & development of curriculum.	No. of Teachers	4	3	2	1	1
	Percentage	36.36	27.27	18.18	9.09	9.09
The existing system for curriculum revision is found to be effective.	No. of Teachers	4	3	2	1	1
	Percentage	36.36	27.27	18.18	9.09	9.09

Analysis of Feedback:

82% teachers of the School give positive feedback regarding all the points related to curriculum as they think that the curriculum is well organized and balanced for the programme with proper credit allocation, has adequate scope for multidisciplinary knowledge and sufficient number of elective courses, has focus on personality development by presence of courses on human values and professional ethics providing enough scope for improving entrepreneurial skill as well as industry readiness and ample knowledge for increased employability and to promote students for higher education. Thus the curriculum helps in enhancing problem solving capability related to local/global societal issues and the courses have adequate balance between theory and application for student's holistic development. An adequate freedom is given to offer opinion on design & development of curriculum. Overall the existing system for curriculum revision is found to be effective whereas 18% teachers don't support the fact.



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Sr. No.	Suggestions	Action taken	Outcome
1.	Enhancement of employability of students	Workshops on Communication Skills, Personality development, face to face interaction with experts were organized.	Strengthened the abilities of students.
2.	Development of Industrial relevant skills.	Practical was conducted on campus besides communication skills were enhanced through workshops and power point presentation in the classes.	Students were able to understand industry requirement.
3.	Development of Entrepreneur skills	Events like Food Fest and others were organised by the School in which students invested their little bit amount and got profit.	Students learnt marketing strategies.
4.	Holistic development of students	Festivals and days of national importance were celebrated on campus.	Students developed a sense of fraternity and harmony in life.



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STUDENTS' FEEDBACK



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Students' Feedback Analysis

After systematically assessing and examining the students' suggestions, the university uses it as a foundation for making changes to the existing structure. The student feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Students:

Students feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Students

Sl.	Questions	Type				
		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
1	Whether the curriculum has depth of the subjects and clears the concept?	(04)	(03)	(02)	(01)	(0)
2	How do you rate the course outcomes and relevance to the course Content?	(04)	(03)	(02)	(01)	(0)
3	How do you rate the sequence of units in the Courses?	(04)	(03)	(02)	(01)	(0)
4	How do you rate the credits allotted to individual courses?	(04)	(03)	(02)	(01)	(0)



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		(04)	(03)	(02)	(01)	(0)
5	Does the curriculum focus on employability/career orientation?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
6	Does the curriculum focus on Skill Development/Entrepreneurship?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
7	Does the curriculum have satisfactory number of elective courses?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
8	Does the curriculum focus on life skill or help in value addition?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
9	Do the theory subjects are properly linked to the laboratories/provide real-life exposure?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
10	Does the curriculum provide multidisciplinary knowledge/information to a student?	Strongly Agree (04)	Agree (03)	Satisfied (02)	Disagree (01)	Strongly Disagree (0)
11	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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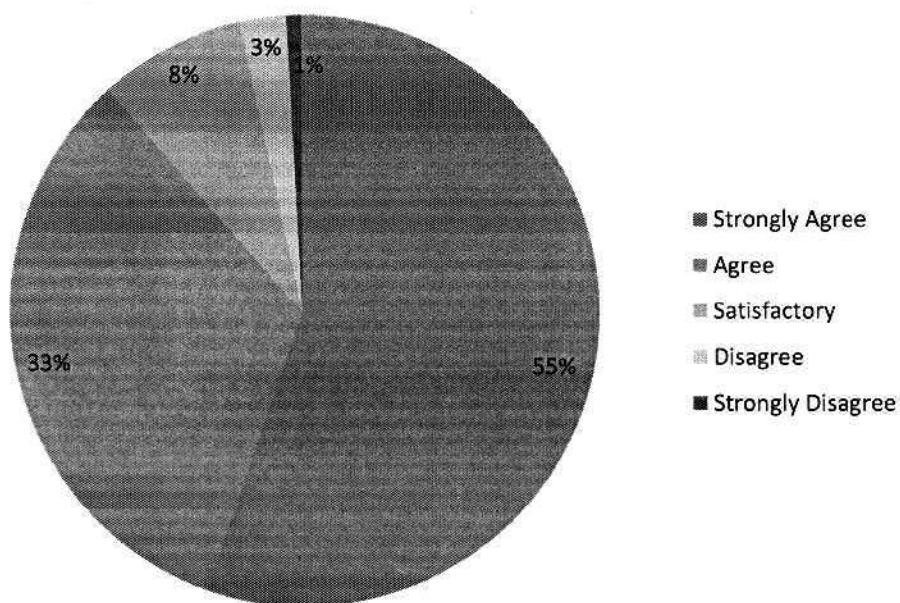
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Analysis of Students' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 Whether the curriculum has depth of the subjects and clears the concept?

Curriculum has Depth of the Subjects and Clears the Concept	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	55.32	33.19	8.09	2.55	0.85





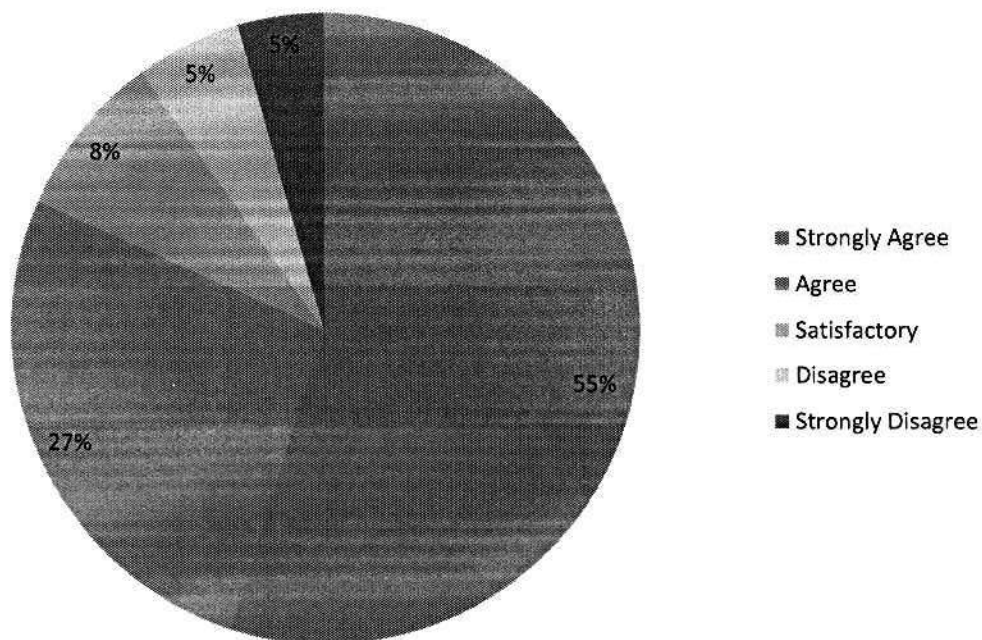
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Q.2. How do you rate the course outcomes and relevance to the course content?

Rate the course outcomes and relevance to the course content	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	54.86	26.82	8.41	5.45	4.46





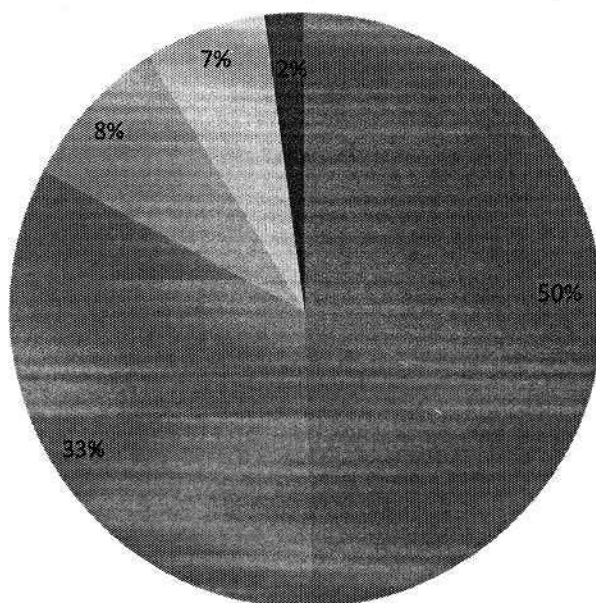
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Q.3.How do you rate the sequence of units in the courses?

Rate the sequence of units in the courses	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	49.64	33.24	8.41	6.65	2.05



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



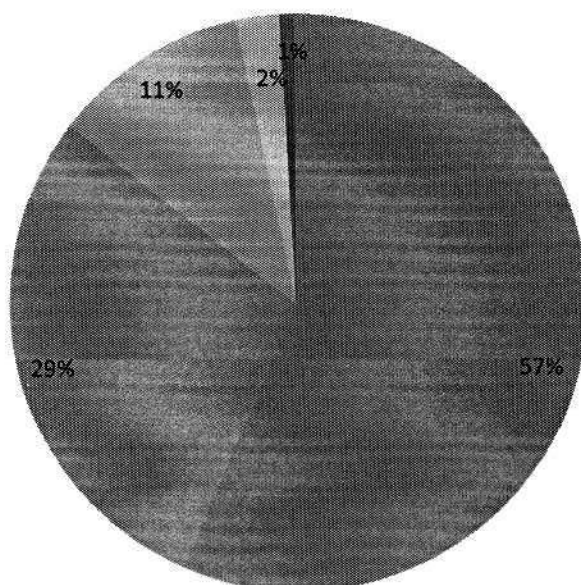
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Q.4. How do you rate the credits allotted to individual courses?

Rate the credits allotted to individual courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	56.56	29.04	11.10	2.47	0.83



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



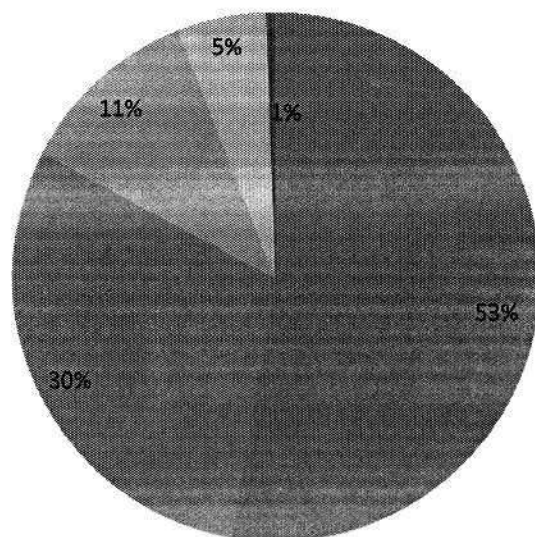
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Q.5.Does the curriculum focus on employability/career orientation?

Curriculum focus on employability/career orientation	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	52.69	30.09	11.25	5.45	0.51



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



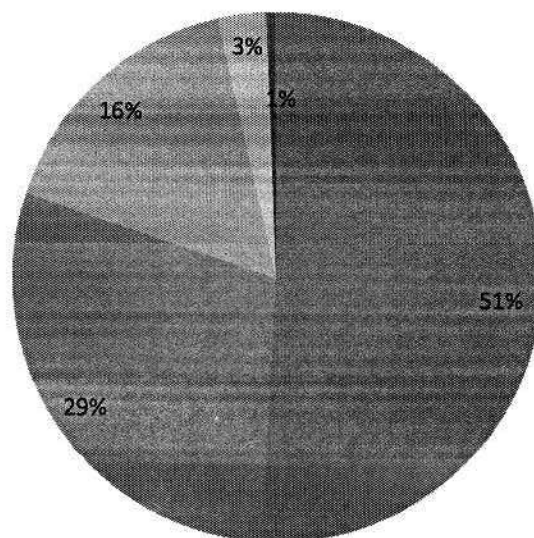
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Q.6. Does the curriculum focus on skill development/entrepreneurship?

Curriculum focus on skill development/entrepreneurship	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	50.97	29.28	16.26	2.98	0.51



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



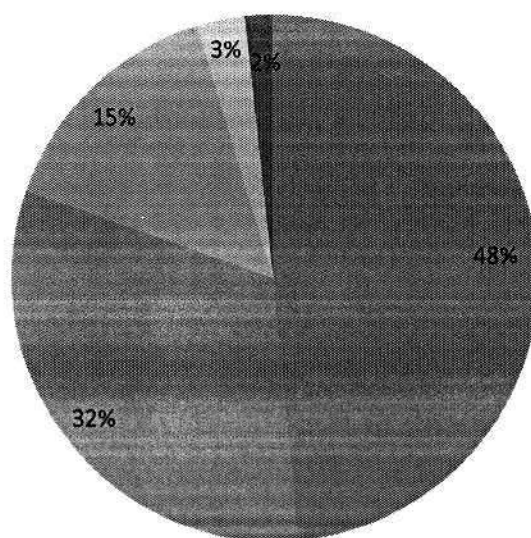
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Q.7. Does the curriculum have satisfactory number of elective courses?

Curriculum have satisfactory number of elective courses	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	48.51	31.91	14.89	2.97	1.70



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



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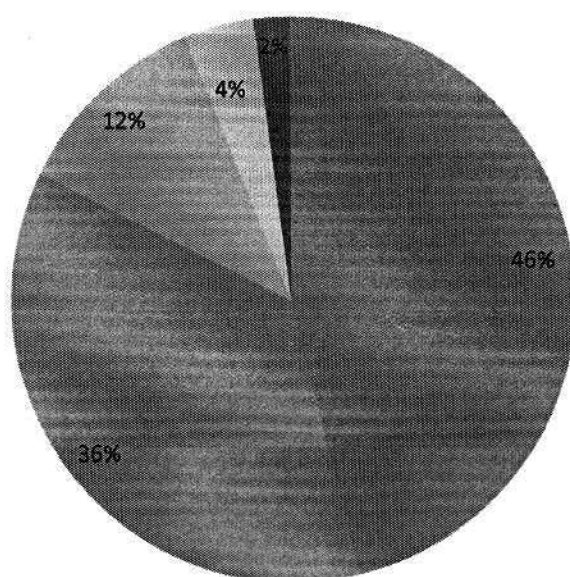
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Q.8. Does the curriculum focus on life skill or help in value addition?

Curriculum focus on life skill or help in value addition.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.23	36.20	11.52	3.99	2.05



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



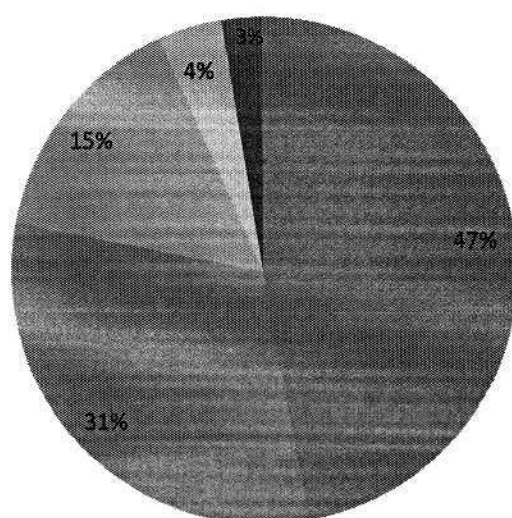
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Q.9. Do the theory subjects are properly linked to the laboratories/provide real-life exposure?

Theory subjects are properly linked to the laboratories/provide real-life exposure.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	47.19	30.91	15.29	4.04	2.56



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



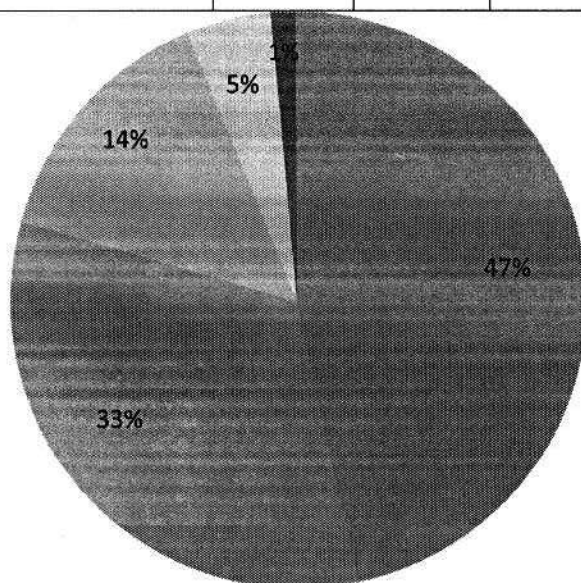
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Q.10. Does the curriculum provide multidisciplinary knowledge/information to a student?

Curriculum provide multidisciplinary knowledge/information to a student.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.66	32.81	14.40	4.74	1.40



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



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School of Business Studies and Entrepreneurship (235)

Question	Details	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Whether the curriculum has depth of the subjects and clears the concept?	No of Students	130	78	19	6	2
	Percentage	55.32	33.19	8.09	2.55	0.85
How do you rate the course outcomes and relevance to the course content?	No of Students	133	63	18	11	10
	Percentage	56.60	26.81	7.66	4.68	4.26
How do you rate the sequence of units in the courses?	No of Students	122	77	18	14	4
	Percentage	51.91	32.77	7.66	5.96	1.70
How do you rate the credits allotted to individual courses?	No of Students	134	69	25	5	2
	Percentage	57.02	29.36	10.64	2.13	0.85
Does the curriculum focus on employability/career orientation?	No of Students	126	73	24	11	1
	Percentage	53.62	31.06	10.21	4.68	0.43
Does the curriculum focus on skill development/entrepreneurship?	No of Students	123	69	36	6	1
	Percentage	52.34	29.36	15.32	2.55	0.43
Does the curriculum have satisfactory number of elective courses?	No of Students	114	75	35	7	4
	Percentage	48.51	31.91	14.89	2.98	1.70
Does the curriculum focus on life skill or help in value addition?	No of Students	112	85	25	9	4
	Percentage	47.66	36.17	10.64	3.83	1.70
Do the theory subjects are properly linked to the laboratories/provide real-life exposure?	No of Students	115	72	34	9	5
	Percentage	48.94	30.64	14.47	3.83	2.13
Does the curriculum provide multidisciplinary	No of Students	112	77	32	11	3



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knowledge/information to a student?	Percentage	47.66	32.77	13.62	4.68	1.28
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Analysis of Feedback:

- 96.67 percent students agree with the view that the curriculum has depth of subjects and clears the concept while 3.40% students don't think so.
- 91.06% students thinks that the course outcome is quite relevant to the course content. On the other side very few students 8.94% students don't agree with the fact.
- Sequence of units is correct according to 92.34% students and 7.66% students have negative approach towards the fact.
- Credits allotted to the individual course are apt according to 97.02 % students while 2.98% students don't agree.
- 94.89% students think that the curriculum focuses on employability/career orientation and 5.11% students do not think so.
- 97.02% students agree that the curriculum focuses on skill development/entrepreneurship while 2.98% students don't think so.
- The curriculum has satisfactory number of elective courses according to 95.32% students while 4.68% students don't agree.
- 94.47% students think that the curriculum focuses on life skills and helps in value addition whereas 5.53% students think in negative.
- 94.04% students agree with the view that the theory subjects are properly linked to the labs and provide real life exposure while 5.96% students do not think so.
- 94.04% students are positive regarding the fact that the curriculum provides multidisciplinary knowledge or information to the students while 5.96% students don't think so.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1.	Course content should emphasize practical learning.	In course curriculum, Practical part in syllabi was given more weightage and experiential learning was incorporated for the students who opted MBA in Agri-Business.	Students were found more confident and fulfil the need of industry for a better future prospects.
2.	Career guidance and the courses benefitted for their bright future should be implemented.	Value added courses like Advanced Techniques in Social Media and Web Analysis, Principles of GST Implementation were organised by the School along with more and more career counselling sessions.	Students could get a finer and clear vision regarding their line of action and strategy they should take after getting knowledge related to the various aspects of future prospects after getting the degree.
3.	Students should be motivated for startup and Entrepreneurship and they should be taught how to initiate on practical grounds.	In the School MBA, BBA and B. Com students organised Food Fest by investing their own little bit amount of money and	Students learnt how to present things effectively to get more benefit by indulging themselves in experiential learning.
4.	Communication skills of the students should be effective.	Students were encouraged to take part in co-curricular activities like Debate and extempore, Group Discussion, Skit etc.	Students could feel more confident to be part of such activities and enhance their Communication Skills.



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PEER ACADEMICIANS' FEEDBACK



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Peer Academicians' Feedback Analysis

After systematically assessing and examining the Peer Academicians' suggestions, the university uses it as a foundation for making changes to the existing structure. The Peer Academicians' feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Peer Academician:

Alumni feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Peer Academician

Sl.	Questions	Type				
1	The syllabus of the courses are proper in relation to the competencies expected out of the programme.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
2	The sequence and overall organization of the courses is proper in the curriculum.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
4	Extra care has been taken for extra learning or self-learning while designing the courses.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
7	The curriculum has focus on personality development by	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0



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	presence of courses on human values and professional ethics					
8	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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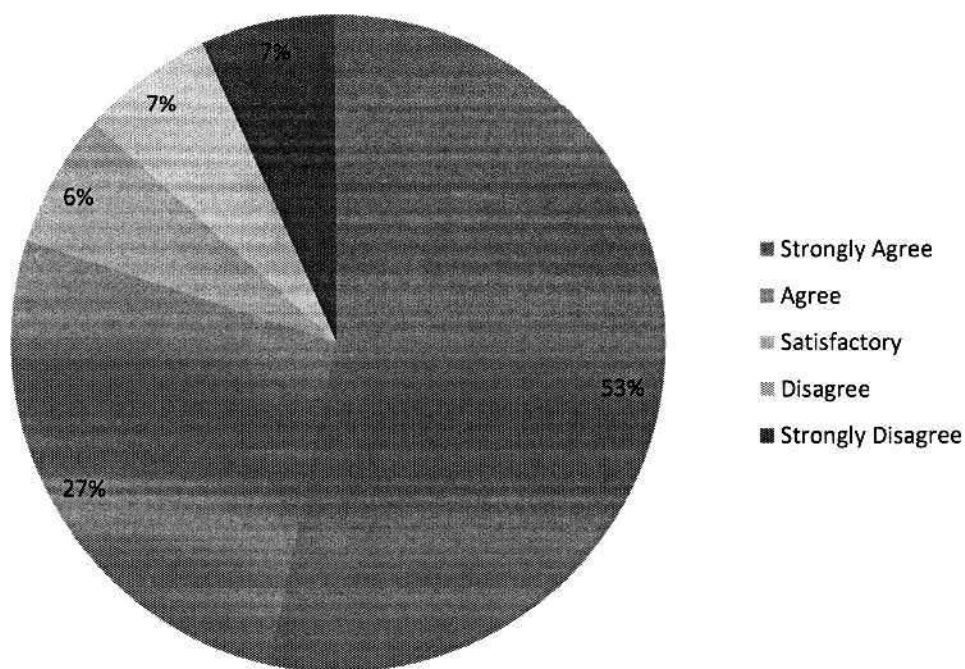
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Analysis of Peer Academicians' Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The syllabus of the courses are proper in relation to the competencies expected out of the programme.

The syllabus of the courses are proper in relation to the competencies expected out of the programme.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	53.33	26.67	6.67	6.67	6.67





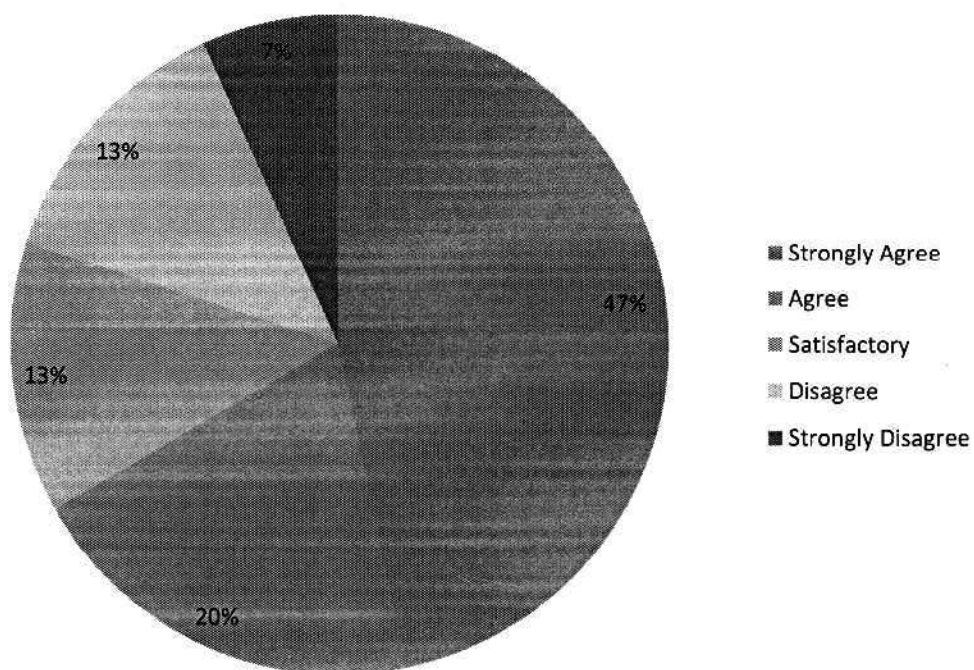
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Q.2 The sequence and overall organization of the courses is proper in the curriculum.

The sequence and overall organization of the courses is proper in the curriculum.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.67	20.00	13.33	13.33	6.67





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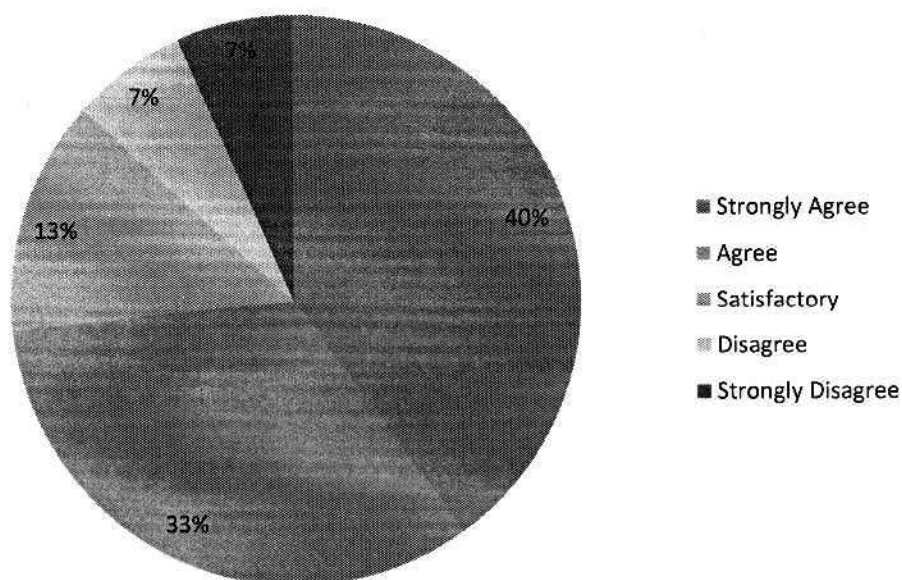
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.00	33.33	13.33	6.67	6.67





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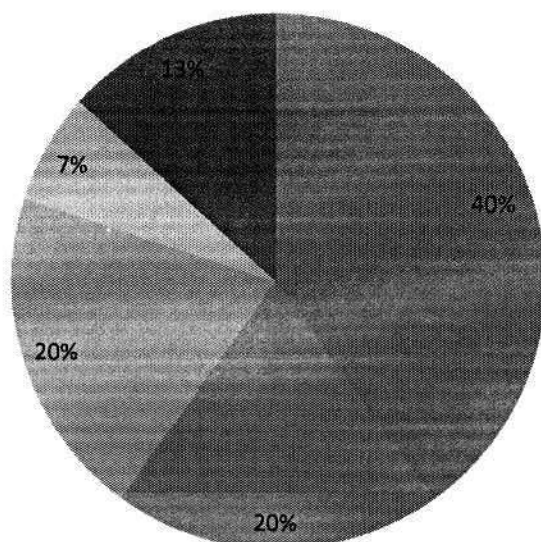
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Q.4 Extra care has been taken for extra learning or self-learning while designing the courses.

Extra care has been taken for extra learning or self-learning while designing the courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.00	20.00	20.00	6.67	13.33



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



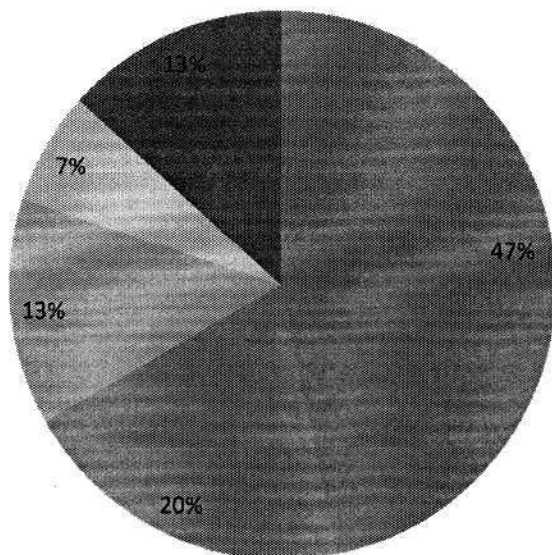
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.67	20.00	13.33	6.67	13.33



■ Strongly Agree
■ Agree
■ Satisfactory
■ Disagree
■ Strongly Disagree



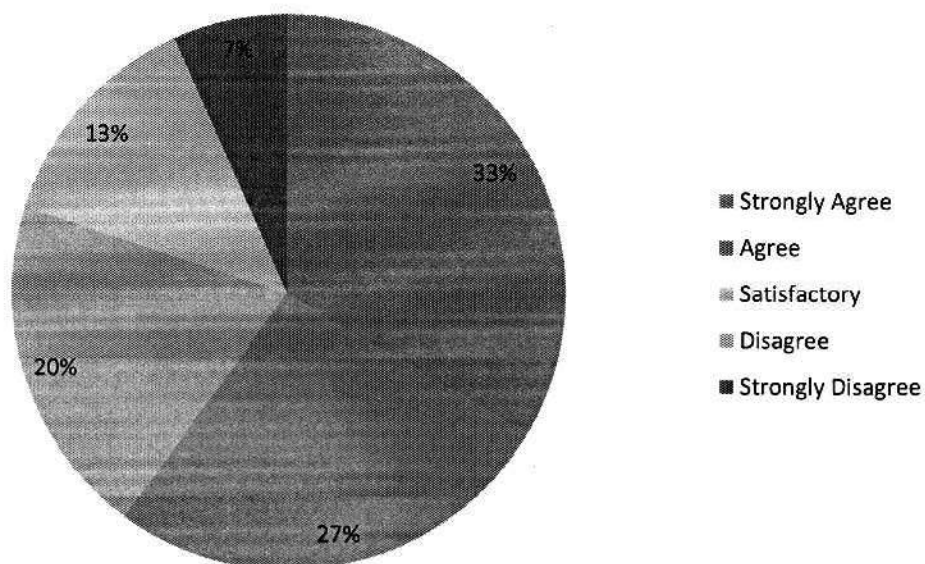
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	33.33	26.67	20.00	13.33	6.67





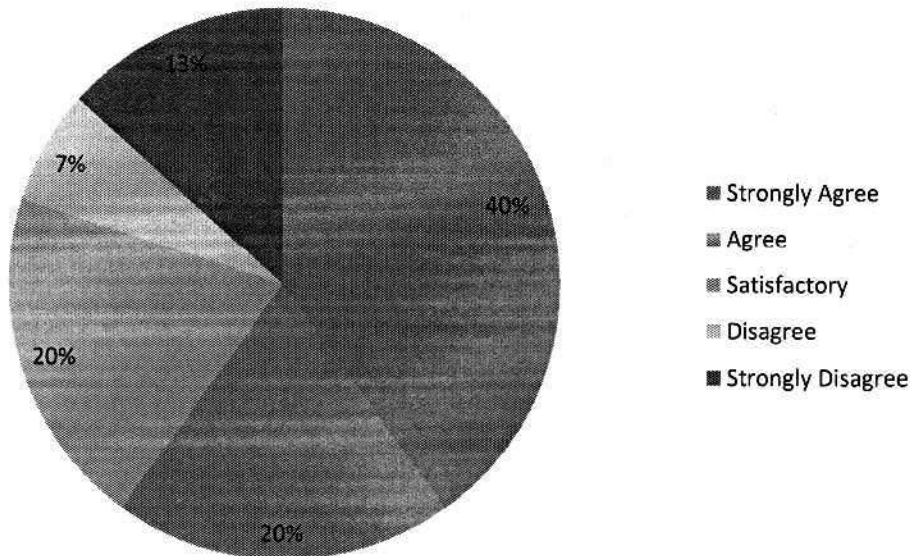
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Q.7 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.00	20.00	20.00	6.67	13.33





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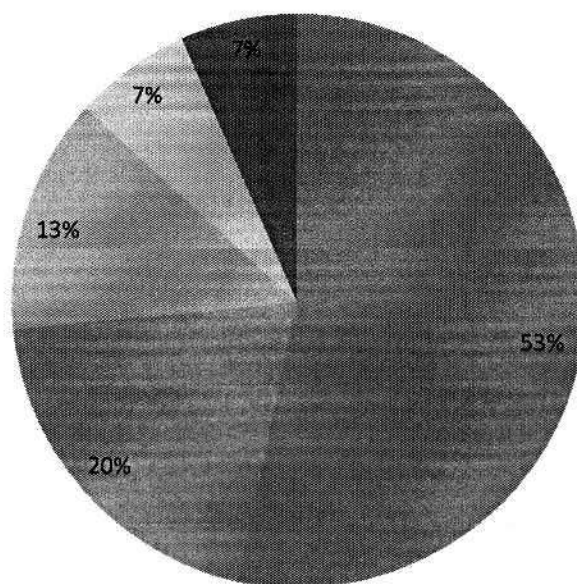
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Q.8 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	53.33	20.00	13.33	6.67	6.67



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



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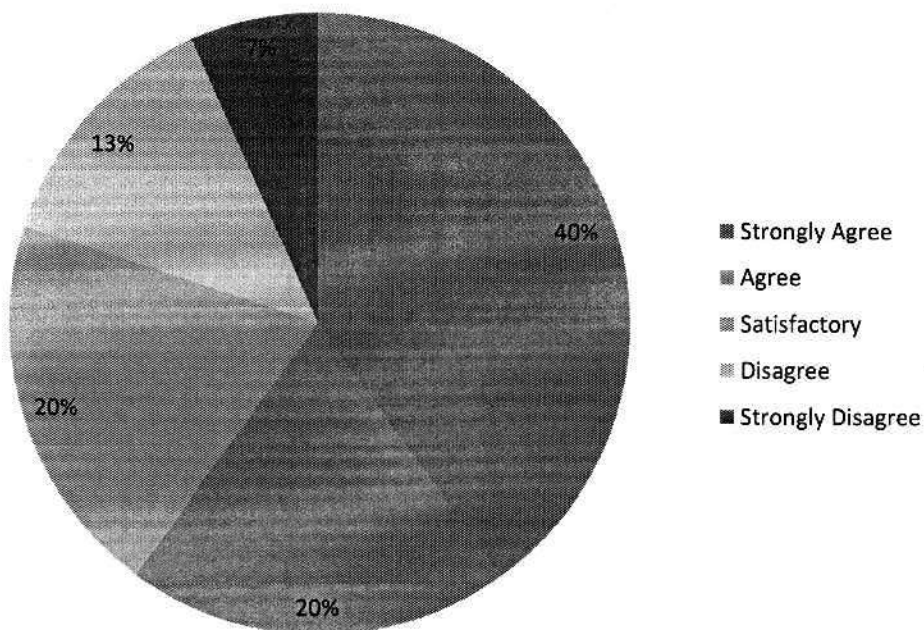
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Q.9 The courses have adequate balance between theory and application for a student's holistic development.

The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.00	20.00	20.00	13.33	6.67





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School of Business & Entrepreneurship(15)

Total no. of Peer Academicians: 15		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The syllabus of the courses are proper in relation to the competencies expected out of the programme.	No. of Academicians	8	3	2	1	1
	Percentage	53.33	20.00	13.33	6.67	6.67
The sequence and overall organization of the courses is proper in the curriculum	No. of Academicians	6	4	3	1	1
	Percentage	40.00	26.67	20.00	6.67	6.67
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses	No. of Academicians	7	3	2	2	1
	Percentage	46.67	20.00	13.33	13.33	6.67
Extra care has been taken for extra learning or self-learning while designing the courses.	No. of Academicians	6	4	3	1	1
	Percentage	40.00	26.67	20.00	6.67	6.67
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Academicians	7	3	2	1	2
	Percentage	46.67	20.00	13.33	6.67	13.33
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Academicians	6	4	3	1	1
	Percentage	40.00	26.67	20.00	6.67	6.67
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Academicians	7	4	2	1	1
	Percentage	46.67	26.67	13.33	6.67	6.67
The curriculum is well organized and balanced for	No. of Academicians	5	4	3	2	1



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the programme with proper credit allocation.	Percentage	33.33	26.67	20.00	13.33	6.67
The courses have adequate balance between theory and application for a student's holistic development.	No. of Academicians	6	4	2	2	1
	Percentage	40.00	26.67	13.33	13.33	6.67

Analysis of Feedback:

- 86.66% Peer Academicians think that the syllabus of the courses are proper in relation to the competencies expected out of the programme,, the sequence and overall organization of the courses is proper in the curriculum and extra care has been taken for extra learning or self-learning while designing the courses. The curriculum provides ample knowledge for increased employability and to promote students for higher education and has focus on personality development by presence of courses on human values and professional ethics while 13.34% Peer Academicians don't think so.
- 80% Peer Academicians think that the curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses. It provides enough scope for improving entrepreneurial skill as well as industry readiness and it is well organized and balanced for the programme with proper credit allocation. The courses have adequate balance between theory and application for a student's holistic development. 20% are on the other side of the fact.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1.	Inclusion of entrepreneur skill and international exposure through alumni and experts	Interaction of students with alumni placed abroad through lectures	Exposure to Entrepreneurial approach and global perspectives.
2.	Additional Value added certificate courses were recommended.	More value added courses were introduced.	Students had number of options to choose value added courses.
3.	Moral and Ethical educations to be incorporated in both UG and PG programs.	Syllabus of UG and PG programs encompasses several cross-cutting issues. Ethical committee looks after and monitors violation and illegal issues, if any and suggests measures to be taken care of. Frequent awareness lectures are arranged on self-defense and constitutional rights.	Ethical Awareness and Compliance and Prevention of Violations and Illegal Issues.
4.	Inclusion of more extracurricular activities.	-Wide range of extracurricular activities were held. -Students were promoted to undertake these activities	Holistic development of the students.



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ALUMNI' FEEDBACK



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Alumni's Feedback Analysis

After systematically assessing and examining the alumni's suggestions, the university uses it as a foundation for making changes to the existing structure. The alumni feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Students:

Alumni feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Alumni

Sl.	Questions	Type				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The courses based on state of art trends and recent developments?	4	3	2	1	0
2	The courses found to be helpful in developing skills and knowledge in respective domain?	4	3	2	1	0
3	The courses found to be productive in competing professionally at national/international level?	4	3	2	1	0
4	The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?	4	3	2	1	0
5	The programme helped to understand the impact of domain	4	3	2	1	0



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	knowledge in social and global context?					
6	The programme provided awareness on recent advancements and innovations?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
7	The programme improved critical thinking ability and problem-solving aptitude.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The programme helped to take independent decisions and perform managerial & administrative functions diligently?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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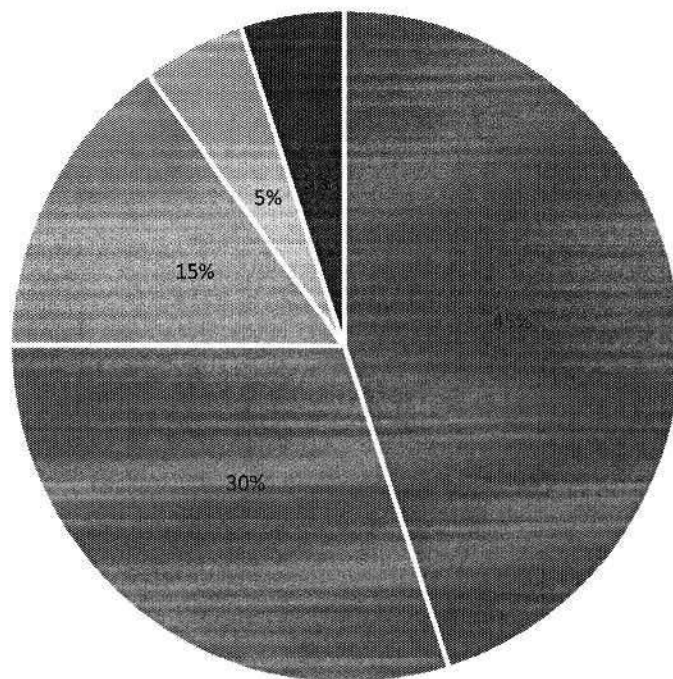
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**Analysis of Alumni' Feedback of School of Business Studies &
Entrepreneurship through Table and Pie Chart**

Q.1 The courses based on state of art trends and recent developments?

The courses based on state of art trends and recent developments	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45	30	15	5	5



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



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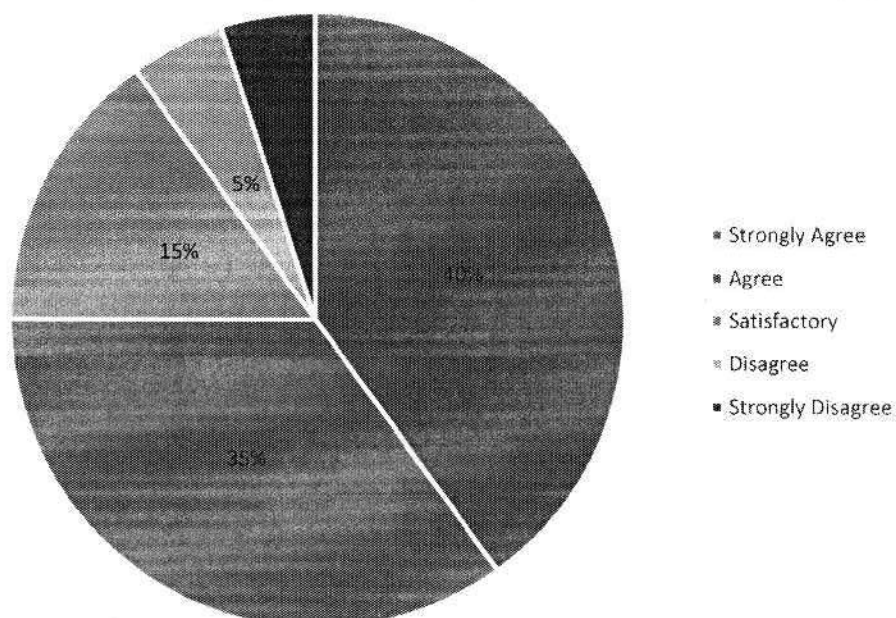
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Q.2 The courses found to be helpful in developing skills and knowledge in respective domain?

The courses found to be helpful in developing skills and knowledge in respective domain	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40	35	15	5	5





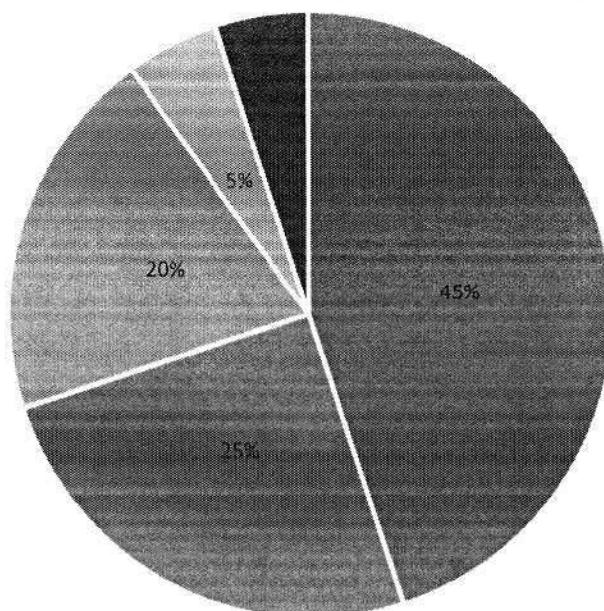
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Q.3 The courses found to be productive in competing professionally at national/international level?

The courses found to be productive in competing professionally at national/international level	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45	25	20	5	5



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree



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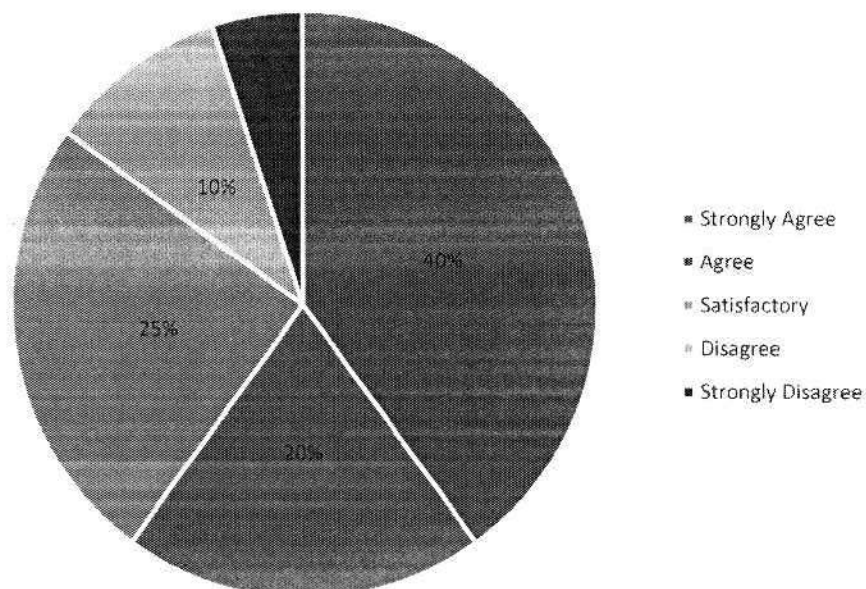
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Q.4 The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?

The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40	20	25	10	5





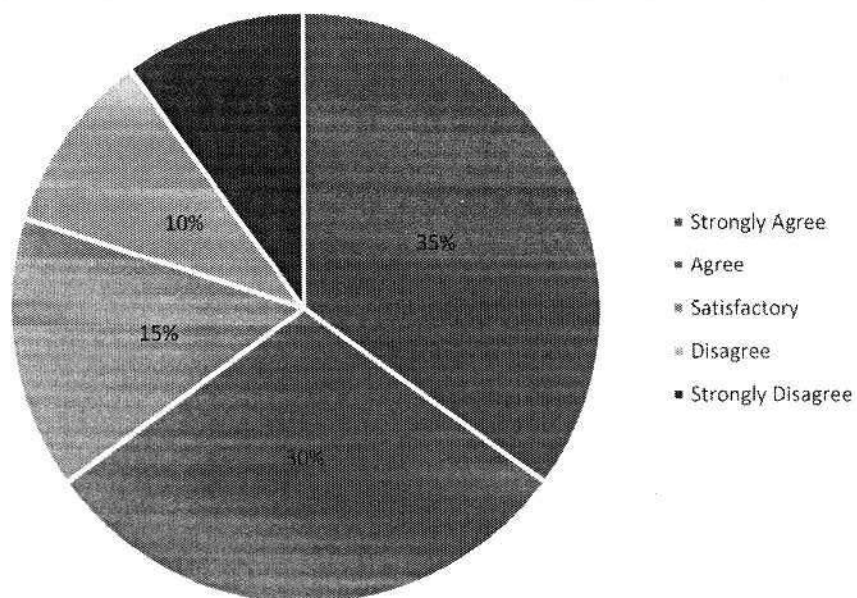
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Q.5 The programme helped to understand the impact of domain knowledge in social and global context?

The programme helped to understand the impact of domain knowledge in social and global context	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	35	30	15	10	10





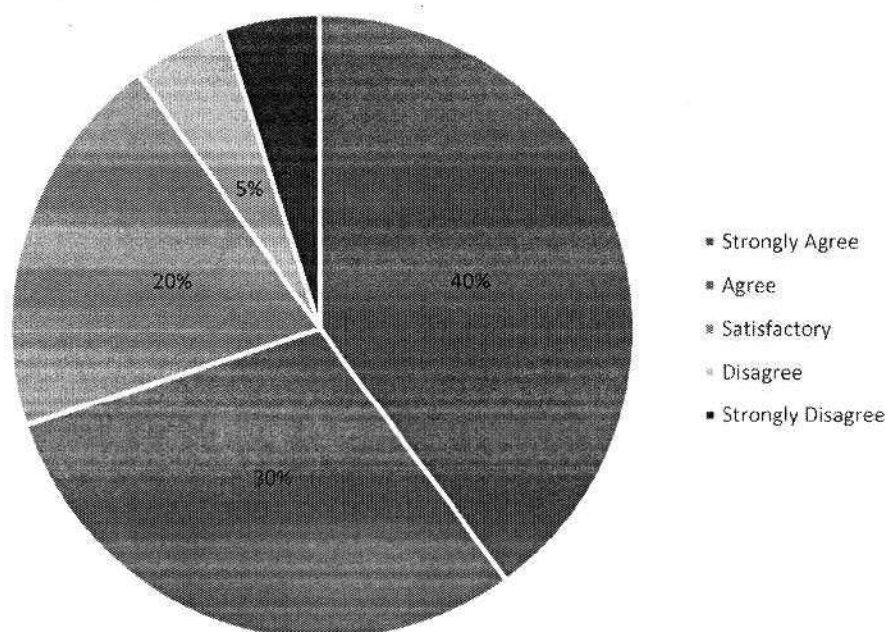
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Q.6 The programme provided awareness on recent advancements and innovations?

The programme provided awareness on recent advancements and innovations	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40	30	20	5	5





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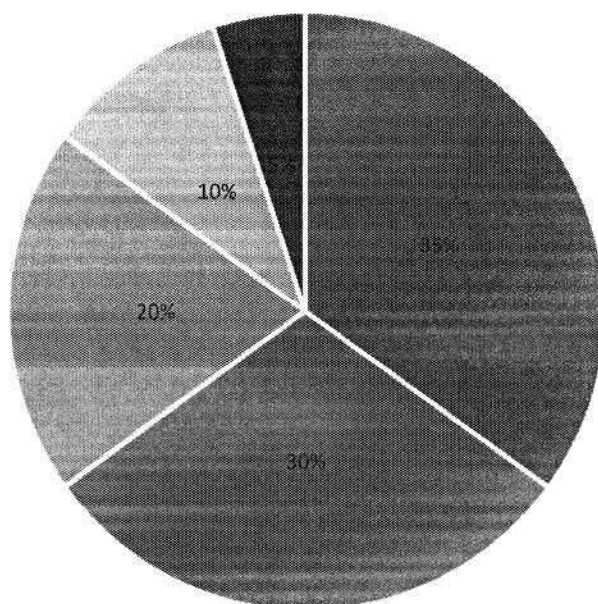
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Q.7 The programme improved critical thinking ability and problem-solving aptitude.

The programme improved critical thinking ability and problem-solving aptitude.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	35	30	20	10	5



- Strongly Agree
- Agree
- Satisfactory
- Disagree
- Strongly Disagree

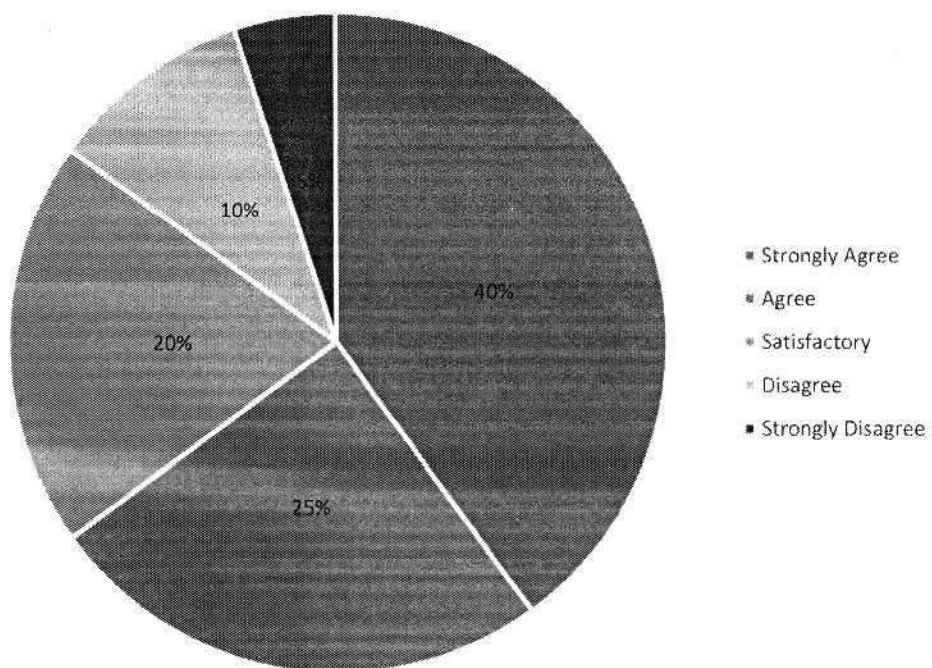


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Q.8 The programme helped to take independent decisions and perform managerial & administrative functions diligently?

The programme helped to take independent decisions and perform managerial & administrative functions diligently	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40	25	20	10	5





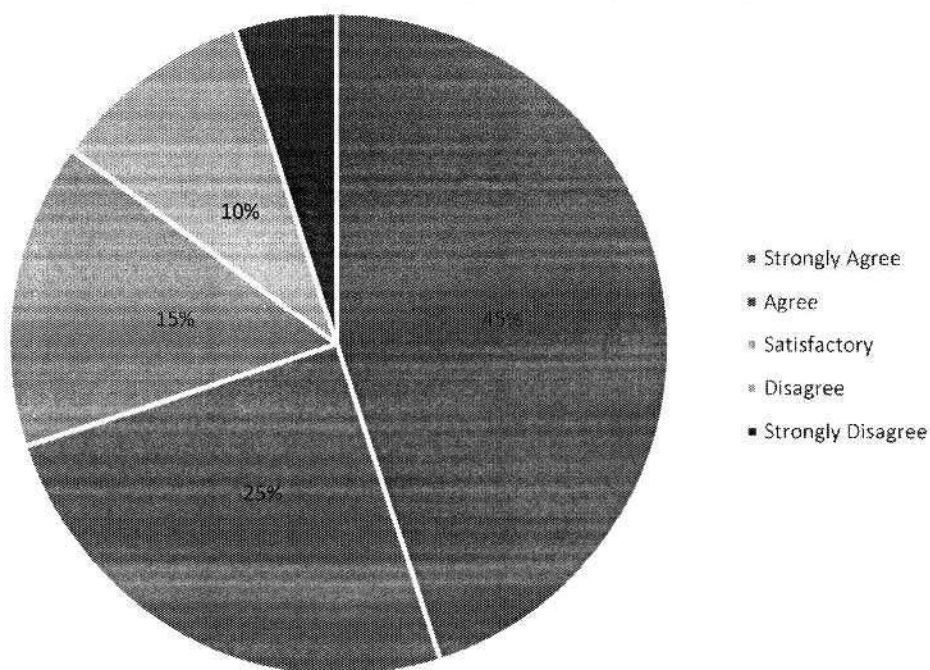
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Q.9 The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?

The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	45	25	15	10	5





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School of Business Studies & Entrepreneurship(20)

Sr No	Questions	Details	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
1	The courses based on state of art trends and recent developments?	No of Alumni	9	6	3	1	1
		Percentage	45	30	15	5	5
2	The courses found to be helpful in developing skills and knowledge in respective domain?	No of Alumni	8	7	3	1	1
		Percentage	40	35	15	5	5
3	The courses found to be productive in competing professionally at national/international level?	No of Alumni	9	5	4	1	1
		Percentage	45	25	20	5	5
4	The courses found to be appropriate in motivating students towards nation building by inculcating ethical and professional values?	No of Alumni	8	4	5	2	1
		Percentage	40	20	25	10	5
5	The programme helped to understand the impact of domain knowledge in social and global context?	No of Alumni	7	6	3	2	2
		Percentage	35	30	15	10	10
6	The programme provided awareness on recent advancements and innovations?	No of Alumni	8	6	4	1	1
		Percentage	40	30	20	5	5
7	The programme improved critical thinking ability and problem-solving aptitude.	No of Alumni	7	6	4	2	1
		Percentage	35	30	20	10	5
8	The programme helped to take independent decisions and perform managerial & administrative functions diligently?	No of Alumni	8	5	4	2	1
		Percentage	40	25	20	10	5
9	The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies?	No of Alumni	9	5	3	2	1
		Percentage	45	25	15	10	5



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Analysis of Feedback:

- 90 % alumni think that the courses based on state of art trends and recent developments, helpful in developing skills and knowledge, are productive in competing professionally at national/international level. The programme provided awareness on recent advancements and innovations while 30% students don't think so.
- 85 % alumni find the courses are appropriate in motivating students towards nation building by inculcating ethical and professional values. The programme improved critical thinking ability and problem-solving aptitude and helped to take independent decisions and perform managerial & administrative functions diligently. The curriculum was helpful in acquiring advance level knowledge to pursue research and higher studies though 15% students don't think so.
- 80 % alumni are of the view that their programme helped them to understand the impact of domain knowledge in social and global context while 20 % students are on the other side.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1.	Practical learning should be emphasized.	Practical and experiential learning was incorporated for the students who opted MBA in Agri-Business.	Students enhanced their skills related to practical things.
2.	The alumni suggested that the institution should be more involved in industry-academia connections to address the sector's problems and provide value to the students.	To enhance participatory learning and experiential learning, collaborative industrial and academic institution visits were organised.	Students could get in-depth knowledge related to industry requirement.
3.	Students should be motivated for startup and Entrepreneurship and they should be taught how to initiate on practical grounds.	Events like Food Fest and others were organised by the School in which students invested their little bit amount and got profit.	Students learnt marketing strategies.
4.	Making English the medium of communication and make students proficient in English	Extra lectures related to Communication Skills in English were added in the timetable.	Students found to be proficient in their English Communication Skills.



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EMPLOYER's FEEDBACK



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Employer's Feedback Analysis

After systematically assessing and examining the Employer's suggestions, the university uses it as a foundation for making changes to the existing structure. The Employer's feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and services extended from the School/Department. Feedback is taken from approximately all the students enrolled on the School/Department.

Feedback Questions and Response of Employer:

Employer is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their valuable suggestions. The following Table shows the different questionnaire and responses.

Feedback Questions of Employer

Sl.	Questions	Type				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum assists the students to acquire necessary entry level skills in industrial sector.	4	3	2	1	0
2	The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	4	3	2	1	0
3	The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	4	3	2	1	0
4	The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability.	4	3	2	1	0
5	The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	4	3	2	1	0



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6	The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
7	The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
8	The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
9	The courses have adequate balance between theory and application for student's holistic development.	Strongly Agree 4	Agree 3	Neutral 2	Disagree 1	Strongly Disagree 0
10	Any remark/suggestion (Optional):	Answer should be in a few lines.				



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School of Business Studies and Entrepreneurship



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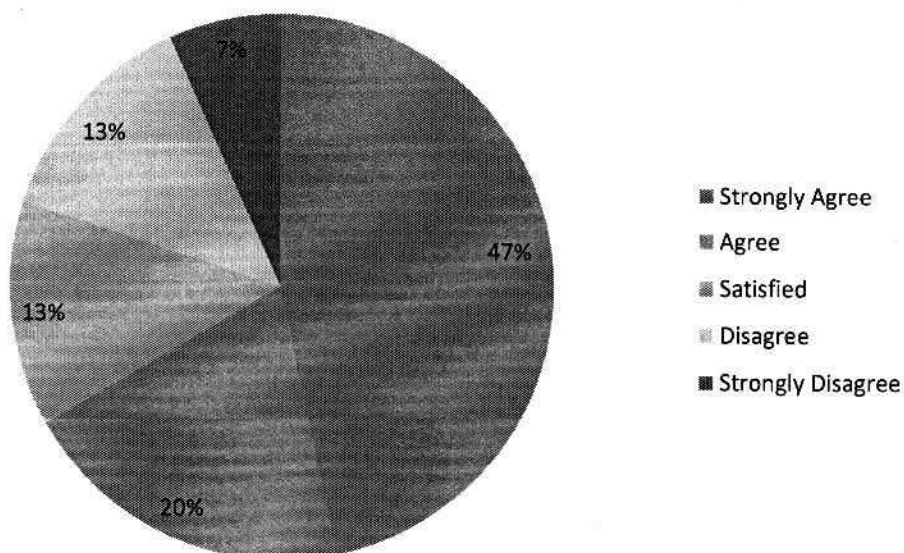
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Analysis of Employer's Feedback of School of Business Studies and Entrepreneurship through Table and Pie Chart

Q.1 The curriculum assists the students to acquire necessary entry level skills in industrial sector.

The curriculum assists the students to acquire necessary entry level skills in industrial sector.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.67	20.00	13.33	13.33	6.67





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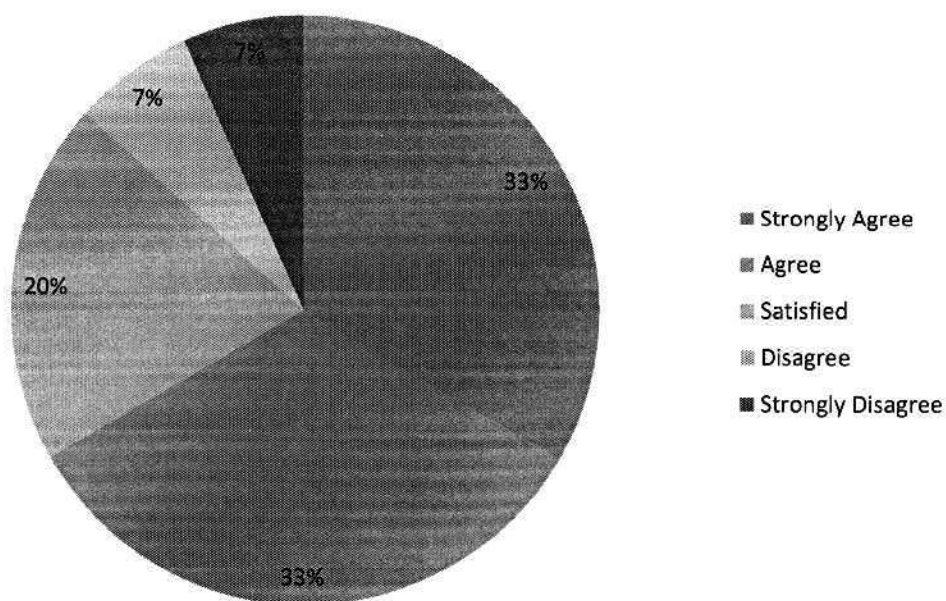
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Q.2 The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.

The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	33.33	33.33	20.00	6.67	6.67





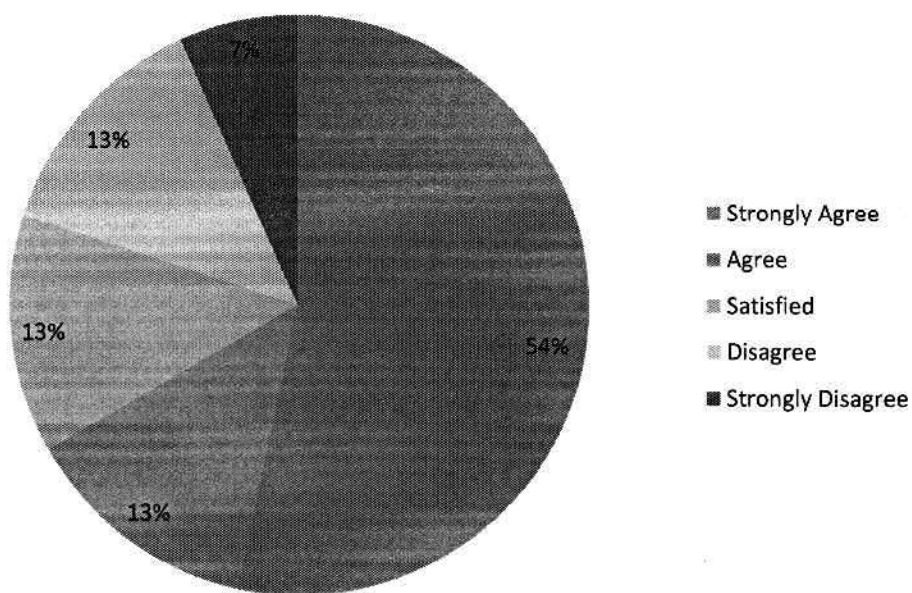
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Q.3 The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.

The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	53.33	13.33	13.33	13.33	6.67





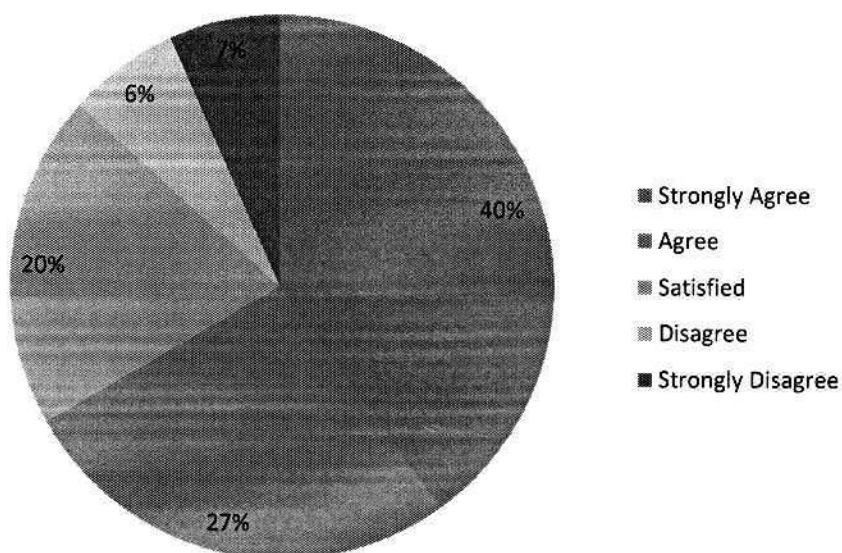
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Q.4 The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability

The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.00	26.67	20.00	6.67	6.67





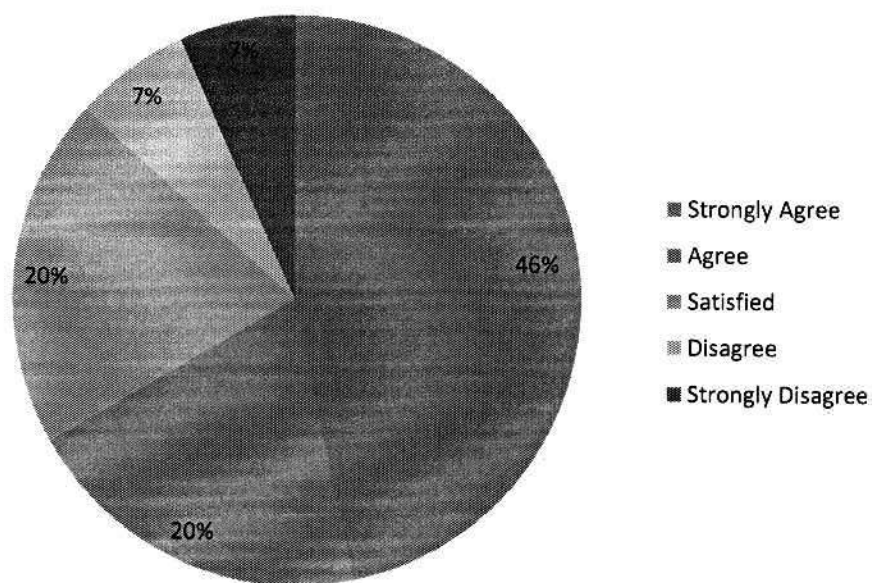
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Q.5 The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.

The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.67	20.00	20.00	6.67	6.67





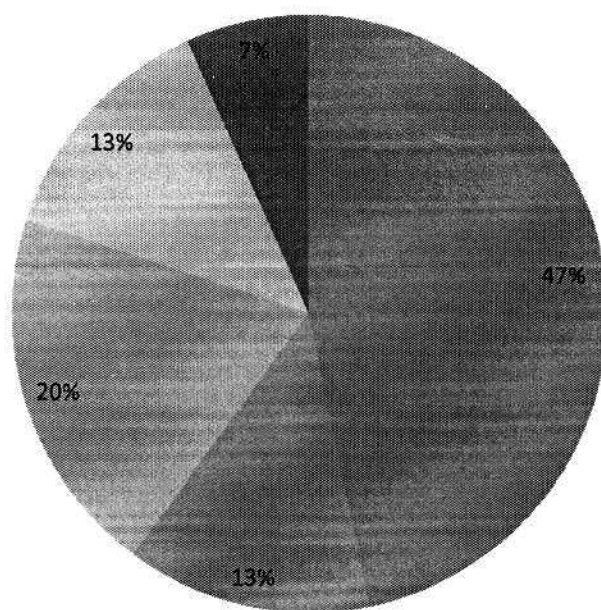
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Q.6 The curriculum provides ample knowledge for increased employability and to promote students for higher education.

The curriculum provides ample knowledge for increased employability and to promote students for higher education.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	46.67	13.33	20.00	13.33	6.67



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



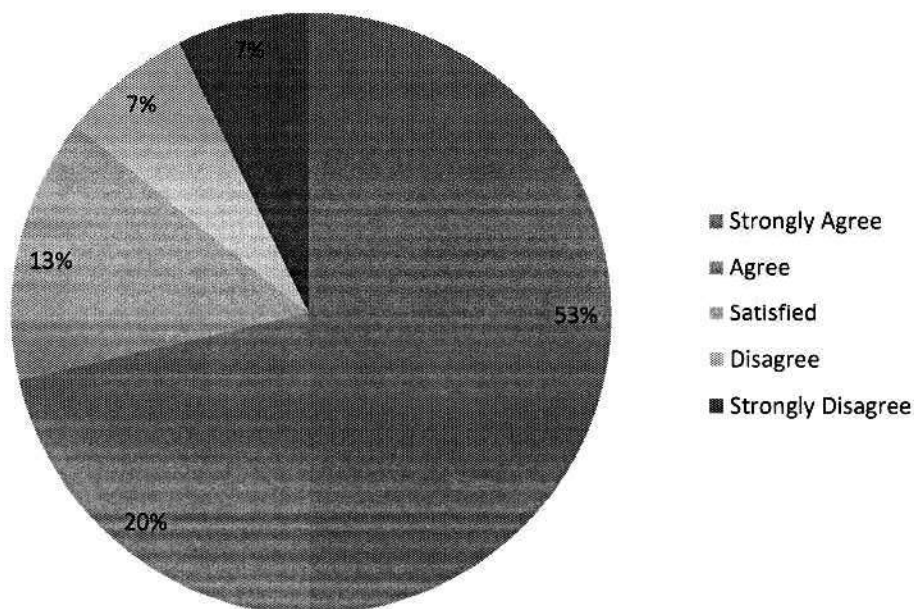
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Q.7 The curriculum has focus on personality development by presence of courses on human values and professional ethics

The curriculum has focus on personality development by presence of courses on human values and professional ethics	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	53.33	20.00	13.33	6.66	6.66





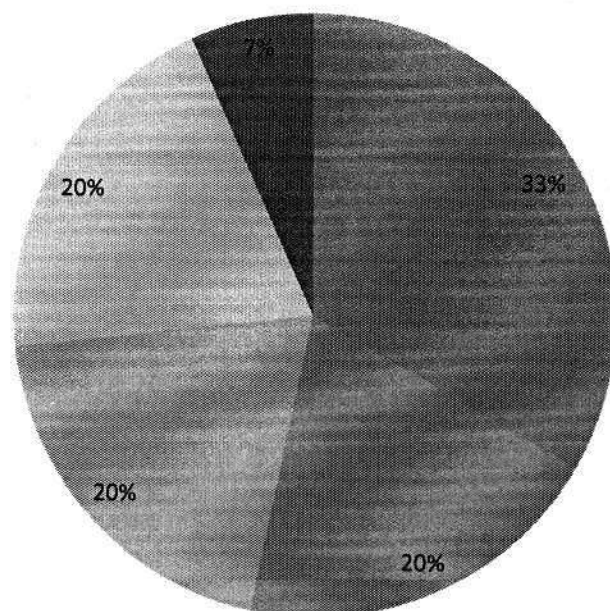
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Q.8 The curriculum is well organized and balanced for the programme with proper credit allocation.

The curriculum is well organized and balanced for the programme with proper credit allocation.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	33.33	20.00	20.00	20.00	6.67



- Strongly Agree
- Agree
- Satisfied
- Disagree
- Strongly Disagree



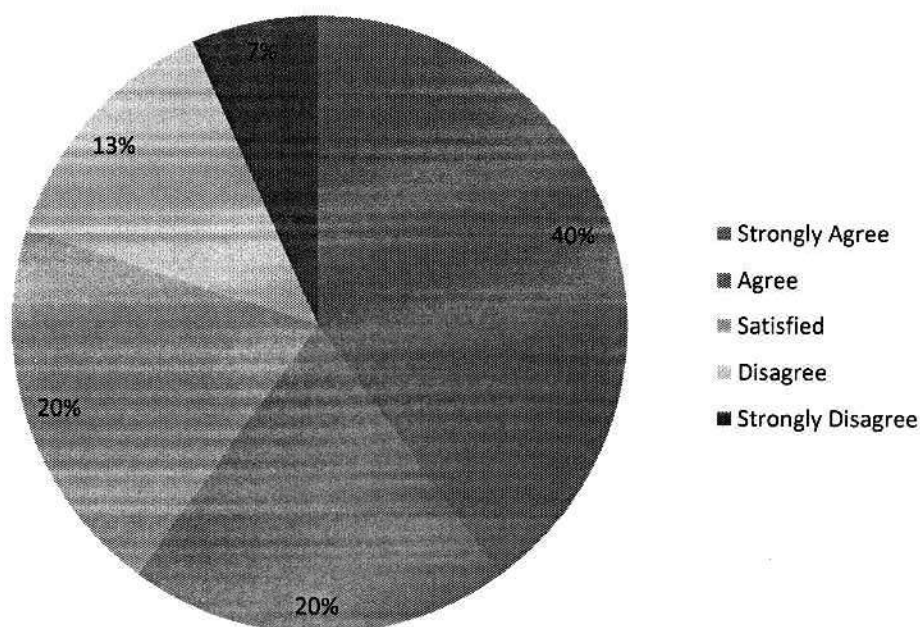
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Q.9 The courses have adequate balance between theory and application for student's holistic development.

The courses have adequate balance between theory and application for a student's holistic development.	Strongly Agree	Agree	Satisfactory	Disagree	Strongly Disagree
Response (%)	40.00	20.00	20.00	13.33	6.67





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School of Business Studies & Entrepreneurship (15)

Total no. of Employer: 15		Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
The curriculum assists the students to acquire necessary entry level skills in industrial sector.	No. of Employer	7	3	2	2	1
	Percentage	46.67	20.00	13.33	13.33	6.67
The curriculum offers adequate scope for life-long learning and higher-level aptitude for new technology/tools.	No. of Employer	5	5	3	1	1
	Percentage	33.33	33.33	20.00	6.67	6.67
The curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses.	No. of Employer	8	2	2	2	1
	Percentage	53.33	13.33	13.33	13.33	6.67
The curriculum has relevant content to assist students to work independently as well in a team with high level of adaptability	No. of Employer	6	4	3	1	1
	Percentage	40.00	26.67	20.00	6.67	6.67
The curriculum provides enough scope for improving entrepreneurial skill as well as industry readiness.	No. of Employer	7	3	3	1	1
	Percentage	46.67	20.00	20.00	6.67	6.67
The curriculum provides ample knowledge for increased employability and to promote students for higher education.	No. of Employer	7	2	3	2	1
	Percentage	46.67	13.33	20.00	13.33	6.67
The curriculum has focus on personality development by presence of courses on human values and professional ethics	No. of Employer	7	3	2	1	1
	Percentage	53.33	20.00	13.33	6.66	6.66



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The curriculum is well organized and balanced for the programme with proper credit allocation.	No. of Employer	5	3	3	3	1
	Percentage	33.33	20.00	20.00	20.00	6.67
The courses have adequate balance between theory and application for student's holistic development	No. of Employer	6	3	3	2	1
	Percentage	40.00	20.00	20.00	13.33	6.67

Analysis of Feedback:

- 86.66% employers think that the curriculum assists the students to acquire necessary entry level skills in industrial sector, offers adequate scope for life-long learning and higher-level aptitude for new technology/tools having relevant content to assist students to work independently as well in a team with high level of adaptability. The curriculum has focus on personality development by presence of courses on human values and professional ethics and provides ample knowledge for increased employability and to promote students for higher education on the other side 13.66% employers don't think so.
- 80% employers think that the curriculum has adequate scope for multidisciplinary knowledge and sufficient number of elective courses, provides enough scope for improving entrepreneurial skill as well as industry readiness as it is well organized and balanced for the programme with proper credit allocation. The courses have adequate balance between theory and application for student's holistic development while 20% employers are on the other side.



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Action Taken Report

(School of Business Studies and Entrepreneurship)

Sr. No.	Suggestions	Action taken	Outcome
1.	Students are to be strong in their aptitude skills, as it is the first level of interview process.	Intensive training on aptitude skills was planned for the next academic year.	Students will enhance their employability skills
2.	Courses that focus on application of domain specific knowledge in new contexts and develop entrepreneurial/employable skills to be offered	Value added courses handled by academic/industry experts are offered outside the curriculum. Industry-academia connects ensured through Webinars, online& offline guest lectures, boot camps, conclave and training programmes.	Enhanced Industry-Relevant Knowledge, Improved Employability and Continuous Learning Culture.
3.	Suggested to improve on leadership quality	Students were encouraged to participate in various extracurricular activities. Conducted workshop on personality development related to leadership	Students demonstrated improved Communication Skills and Positive Peer Interactions
4.	It was suggested to	The existing facilities were	Enhanced and more



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	improve the infrastructure	evaluated and ungraded as per the student's and faculty's needs.	productive teaching leaning practices.
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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
BBA**

List of Examiners (2023-2024)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1	BBN-201 Organization Behaviour	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani
		3. Dr.Gargi
		Internal Examiner
		1. Ms. Swati Rajaura
2	BBN-202 Business Finance	2. Ms. Aditi Garg
		External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
3	BBN-203 Human Resource Development	1. Mr. Rahul Kumar
		2. Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani
		3. Dr.Gargi



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		Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar
4	BBN-204 Marketing Theories & Practices	External Examiner 1. Dr. Asma 2. Dr. Ashok Gupta 3. Ms. Neha Rani Internal Examiner 1. Dr. Somprabh Dubey 2. Mr. Adesh Kumar
5	BBN-205 Business Mathematics	External Examiner 1. Dr. Neha Yashisth 2. Dr. Neha Yajurvadi 3. Dr. Anshu Internal Examiner 1. Ms. Swati Rajaura 2. Ms. Parul Tyagi
6	BBN-206 Advertising Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Neha Yajurvadi 3. Dr. Anshu



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		Internal Examiner 1.Ms. Swati Rajaura 2.Ms. Kritika singhal
7	BBN-401 Supply Chain Management	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ds. Neha Rani Internal Examiner 1.Dr. Somprabh dubey 2. Mr. Adesh Kumar
8	BBN-402 Research Methodology	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panwar
9	BBN-403 Specialised Accounting	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay



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		2. Mr. Harsh Panwar
10	BBN-404 Consumer Behaviour	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhyay 2. Mr. Adesh Kumar
11	BBN-405 Investment Analysis & Portfolio Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey Mr. Adesh Kumar
12	BBN-406 Company Law	External Examiner 1. Dr. Anuj Goel 2. Dr. Ganesh 3. Ms. Neha Rani Internal Examiner 1. Mr. Somprabh dubey 2. Mr. Adesh Kumar
13	BBN-601 Project Management	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani



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		Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
14	BBN-602 Goods & Service Tax	External Examiner 1.Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Mr. Harsh Panmwar
15	BBN-603 Auditing	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Dr. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
16	BBN-604 International Trade	1 Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar
17	BBN-605 Strategic Mangement	1 Dr. Neha Yashisth



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		2.Dr. Neha Rani 3. Dr..Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Mr. Harsh Panmwar
18	BBN-606 Trainning & Development	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura



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SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
MBA

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1	MBA-201 Marketing Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Rani
		3. Dr.Gargi
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
2	MBA-202 Financial Management	2.Mr. Harsh Panmwar
		External Examiner
		1. Dr. Asma
		2.Dr.Ashok Gupta
		3.Ms. Neha Rani
		Internal Examiner
3	MBA-203 Human Resource Management	1.Dr. Somprabh Dubey
		2.Mr. Adesh Kumar
		External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi



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		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Parul Tyagi
4	MBA-204 Production and Operations Management	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Kritika singhal
5	MBA-205 Research Methodology	External Examiner
		1. Dr. Neha Yashisth
		2. Dr. Neha Yajurvadi
		3. Dr. Anshu
		Internal Examiner
		1.Ms. Swati Rajaura
		2.Ms. Aditi Garg
6	MBA-206 Business Environment	External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary



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		3. Ms. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
7		External Examiner
		1.Dr. Neha Yashisth
		2.Dr. Anshu Choudhary
		3.Dr. Swantra Chauchan
		Internal Examiner
		1.Dr. Abhimanyu Upadhayay
	MBA-207 Corporate Image Building	2.Dr. Somprabh dubey
8		External Examiner
		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
	MBA-401 Entrepreneurship Development	2. Ms. Swati Rajaura
9		External Examiner
		1. .Dr. Ashok Gupta
		2. Dr. Asma
		3. Dr. Neha Rani
		Internal Examiner
	MBA -402 Corporate Social Responsibility and Corporate Governance	1.Mr. Somprabh dubey



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		2. Mr. Adesh Kumar
10	MBA-403 E-Business	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
11	MBA-40P4 Innovation Management and Startup Ecosystem	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
12	MBA-4MK4 International Marketing	External Examiner 1.Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Mr. Harsh Panmwar
13	MBA-4MK5Rural Marketing	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma



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U: www.sug.ac.in

		3. Dr. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
14	MBA-4FM4International Financial Management	1 Dr. Neha Yashisth 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panmwar
15	MBA-4FM5 Project Planning and Evaluation	1 Dr. Neha Yashisth 2.Dr. Neha Rani 3. Dr.,Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Mr. Harsh Panmwar
16	MBA-4HR4 Industrial Relations and Labour Laws	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Ms. Swati Rajaura
17	MBA-4HR54 Compensation Management	External Examiner



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		<p>1. Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary</p> <p>3. Dr. Neha Rani</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhyay</p> <p>2. Ms. Swati Rajaura</p>
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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 10/12/2023

NOTICE

Subject: Meeting of the Board of Studies

All members of the Board of Studies are hereby informed that a meeting will be held as per the following details:

Date: 21.12.2023

Time: 10 am

Venue: School of Business Studies & Entrepreneurship

Agenda:

1. Approval of the Minutes of the 21st BOS Meeting held on 27 June 2023
2. Analysis of Students' feedback & Action taken report
3. Analysis of the feedback on curriculum from stakeholders
4. Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **Jan. to June 2024**
5. Discussion on the Value Added courses offered for students and ratification of the same.
6. Any other matter with the permission of the Chair

All members are requested to make it convenient to attend the meeting and come prepared with relevant documents and suggestions.

Issued by:

Dr. Somprabh Dubey

Chairperson, Board of Studies



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SHOBHIT UNIVERSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 10/12/2023

To

Prof.(Dr.) Umesh Kumar
J.P. School of Business, Meerut

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 22.12.2023

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs. We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.
Warm regards,
Chairman (BOS)

SHOBHIT UNIVERSITY GANGOH
School of Business Studies and Entrepreneurship

Date: 10/12/2023

To

Dr. Nirankush Dutta
Associate Professor
Department of Management Studies BITS Pilani

Subject: Invitation to Attend the Board of Studies Meeting

Dear Sir,

Greetings from Shobhit University, Gangoh

We are pleased to invite you to participate as an external subject expert in the upcoming meeting of the Board of Studies for the School of Business Studies & Entrepreneurship scheduled as follows:

Date: 24.12.2023

Time: 10 am

Mode: School of Business Studies & Entrepreneurship

The meeting will deliberate on important academic matters including syllabus revision, new course proposals, and academic planning for the upcoming session. Your expert insights and contributions would be invaluable to the academic enrichment of our programs.

We request you to kindly confirm your availability and mode of attendance at your earliest convenience. For online participation, a meeting link will be shared upon confirmation. If attending in person, necessary hospitality arrangements will be made.

We look forward to your positive response and support.

Thank you.

Warm regards,



**Shobhit
University**

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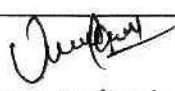
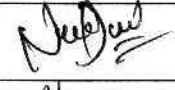

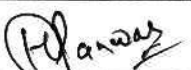
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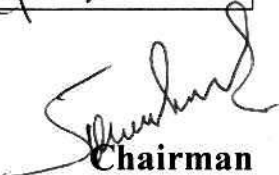
Chairman (BOS)

SHOBHIT UNIVRSITY GANHOH
School of Business Studies and Entrepreneurship

Date: 10/12/2023

Attendance Sheet (22nd BOS Meeting)

Sr. No	Name	External/Internal Member	Signature
1	Prof.(Dr.) Umesh Kumar	External Member	
2	Dr. Nirankush Dutta	External Member	
3	Dr. Abhimanyu Upadhaya	Internal Member	
4	Mr. Harsh Panwar	Internal Member	


Chairman

School of Business Studies & Entrepreneurship

Date: 22.12.2022

Minutes of the Meeting of Board of Studies

20th meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 22nd Dec. 2022 at 10:00 am onwards. The following members were present in the meeting:

- | | | |
|----|--|-----------------|
| 1. | Mr. Somprabh Dubey
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. | Dr. Umesh Kumar
Professor & Director
J. P. School of business, Meerut | External expert |
| 3. | Dr. Nirankush Dutta
Associate Professor, Department of Management Studies
BITS Pilani | External Expert |
| 4. | Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. | Mr. Harsh Panwar
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 20.1: Approval of the Minutes of the 19th BOS Meeting held on 23 June 2022

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}

Item BOS 20.2: Approval of the New Interdisciplinary Course (BBN-406C) in 4th semester BBA & MBA-107D in the scheme of (MBA 1stsem.) updated w.e.f. the academic session 2022-23.

- BOS approved New Interdisciplinary Course (BBN-406C) in 4th semester BBA & MBA-107D in the scheme of (MBA 1st semester) {Annexure-2}

Item BOS 20.3: Analysis of Students' feedback & Action taken report:

- BOS Chairman has expressed that the student feedback and action taken report process is done at the end of academic session. The BOS members noted the same.

Item BOS 20.4: Analysis of the feedback on curriculum from stakeholders:

- The BOS chairman presented the analysis report of stakeholders' feedback on curriculum. The BOS members noted the same and advised to incorporate the suggestions as per the feasibility.

The Action Taken Report is enclosed herewith. {Annexure-3}

Item BOS 20.5: Approval of Examiners (Theory & Practical) and Paper Setters for the even semester courses in BBA& MBA for session **Jan. to June 2023**. The same is being sent to the Controller of Examinations, Shobhit University Gangoh, in a sealed cover. {Annexure-4}

Item BOS 20.6: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:

(Chairman BOS)



(Dean Academics)

(Vice Chancellor)



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School of Business Studies & Entrepreneurship

Date: 27.06.2023

Minutes of the Meeting of Board of Studies

21st meeting of the Board of Studies of the School of SBS&E, Shobhit University Gangoh was organized on 27th June 2023 at 10:00 am onwards. The following members were present in the meeting:

- | | |
|---|-----------------|
| 1. Dr. Somprabh Dubey
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Chairperson |
| 2. Dr. Umesh Kumar
Professor & Director
J. P. School of business, Meerut | External expert |
| 3. Dr. Nirankush Dutta
Associate Professor, Department of Management Studies
BITS Pilani | External Expert |
| 4. Dr. Abhimanyu Upadhyay
Associate Professor & Head
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |
| 5. Mr. Harsh Panwar
Asstt. Professor
School of Business Studies & Entrepreneurship
Shobhit University Gangoh | Member |

Welcome address by Chairman

The Chairman extended a warm welcome to all the members of Board of Studies and the following information was tabled before the members of the Board of Studies:

Input given by the Subject Experts on the Scheme and syllabi of the ongoing Batches.

The following discussed and approved on Choice Based Credit System:

Item BOS 21.1: Approval of the Minutes of the 20th BOS Meeting held on 22 Dec.2022

Was circulated among the members and the same were notified after the approval of the Board of Studies. {Annexure- 1}



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Item BOS 21.2: Approval of Examiners (Theory & Practical) and Paper Setters for the odd semester courses in BBA& MBA for session **July to Dec. 2023**. The same is being sent to the Controller of Examinations, ShobhitUniversity Gangoh, in a sealed cover. {Annexure-2}

Item BOS 21.3: Discussion on the Value Added courses offered for students and ratification of the same.

- BOS members approved the list of Value added courses offered to students.

The meeting ended with a vote of thanks to the Chairman, Board of Studies.

The suggestions given by the panel of BOS have been discussed with the Vice Chancellor and Dean Academics. The action taken on the suggestions has been approved by competent authorities.

Signed by:



(Chairman, BOS)

(Dean Academics)

(Vice Chancellor)



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SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
BBA

List of Examiners (2023-2024)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1.	BBN-101- Business Economics	External Examiner
		1.Dr. Preeti
		2.Dr. Gargi
		3.Dr. Abhishek Dabas
		Internal Examiner
		1.M Adesh Kumar
2	BBN-102 Basic Accounting	2. Ms. Kritika Singhal
		External Examiner
		1.Dr. Neha Tyagi
		2.Dr. Anuj Goel
		3.Dr.Ashok Gupta
		Internal Examiner
3	BBN-103 Business Statistics	1.Rahul Kumar
		2.Mr. Adesh Kumar
		External Examiner
		1.Dr. Ashok Gupta
		2 Dr. Asma



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U.: www.sug.ac.in

		3.Dr. Abhishek Dabas
		Internal Examiner
		1.Dr.Somprabh Dubey
		2.Mr. Adesh Kumar
4	BBN-104 Principles of Management	External Examiner
		1. Dr. Neha Yashisth
		2.Dr. Anshu Choudhary
		3. Dr. Swantra Chauchan
		Internal Examiner
		1.Mr. Harsh Panwar
		2. Dr. Somprabh Dubey
5	BBN-105 Business Ethics & Governance	External Examiner
		1. Dr. Swantra Chauchan
		2.Dr. Neha Rani
		3 Dr.Gargi
		Internal Examiner
		1.Mr. Sachin Sharma
		2. Mr. Harsh Panwar



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6	BBN-106 Computer	<p>External Examiner</p> <p>1. .Dr. Ashok Gupta</p> <p>2. Dr. Asma</p> <p>3. Dr.. Neha Rani</p> <p>Internal Examiner</p> <p>1.Dr.. Somprabh dubey</p> <p>2. Mr. Ravi Kumar</p> <p>2.Ms. Kritika singhal</p>
7	BBN-301 Management & Cost Accounting	<p>External Examiner</p> <p>1. Dr. Neha Yashisth</p> <p>2. Dr. Neha Yajurvadi</p> <p>3. Dr. Anshu</p> <p>Internal Examiner</p> <p>1.Ms. Swati Rajaura</p> <p>2.Ms. Aditi Garg</p>
8	BBN-302 Business Law	<p>External Examiner</p> <p>1.Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary</p> <p>3. Ms. Neha Rani</p> <p>Internal Examiner</p> <p>1. Dr. Abhimanyu Upadhayay</p>



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		2. Ms. Swati Rajaura
9	BBN-303 Production Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Swantra Chauchan Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Dr. Somprabh dubey
10	BBN-304 Production Management	External Examiner 1. Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1. Dr. Somprabh dubey 2. Mr. Adesh Kumar
11	BBN-305 Business Policy	External Examiner 1. Dr. Swantra Chaucha 2. Dr. Neha Rani 3. Dr. Gargi Internal Examiner 1. Mr. Adesh Kumar 2. Dr. Somprabh dubey
12	BBN-306 Business Environment	External Examiner



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		1.Dr. Neha Yashisth
		2. Dr. Anshu Choudhary
		3. Dr. Neha Rani
		Internal Examiner
		1. Dr. Abhimanyu Upadhayay
		2. Ms. Swati Rajaura
13	BBN-501 Income Tax	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Ms. Swati Rajaura
14	BBN-502 Marketing Communication	External Examiner 1.Dr. Anuj Goel 2. Dr Ganesh 3. Dr. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2 Mr.Adesh Kumar
15	BBN-503 Entrepreneurship & Small Business Management	External Examiner 1.Dr. Abhishek Dadas 2. Dr Ganesh



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		3. Dr. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2 Mr.Adesh Kumar
16	BBN-504 Sales Management	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhar 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay 2.Ms. Swati Rajaura
17	BBN-505 Industrial Relations & Labour Laws	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Dr. Neha Rani Internal Examiner 1.Mr. Somprabh dubey 2. Mr. Adesh Kumar
18	BBN-506 Company Accounts	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhar 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhaya 2.Ms. Swati Rajaura



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**SHOBHIT UNIVERSITY GANGOH
SCHOOL OF BUSINESS STUDIES & ENTREPRENEURSHIP
MBA**

List of Examiners (2023-2024)

Sr. No.	Course code with Title	Name, Designation, Institution and Correspondence address of the Paper Setter/Examiner
1.	MBA-101 Management Practices & Organization Behaviour	External Examiner
		1.Dr. Preeti
		2.Dr. Gargi
		3.Dr. Abhishek Dabas
		Internal Examiner
2	MBA-102Economics Analysis for Business	1.M Adesh Kumar
		2. Ms. Kritika Singhal
		External Examiner
		1.Dr. Neha Tyagi
		2.Dr. Anuj Goel
3	MBA-103Accounting for Managers	3.Dr.Ashok Gupta
		Internal Examiner
		1.Rahul Kumar
		2.Mr. Adesh Kumar
		External Examiner
		1.Dr. Ashok Gupta



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		2 Dr. Asma
		3.Dr. Abhishek Dabas
		Internal Examiner
		1.Dr.Somprabh Dubey
		2.Mr. Adesh Kumar
4	MBA-104Quantitative Techniques for Managers	External Examiner 1. Dr. Neha Yashisth 2.Dr. Anshu Choudhary 3. Dr. Swantra Chauchan Internal Examiner 1.Mr. Harsh Panwar 2. Dr. Somprabh Dubey
5	MBA-105Legal Aspect of Business	External Examiner 1. Dr. Swantra Chauchan 2.Dr. Neha Rani 3 Dr.Gargi Internal Examiner 1.Mr. Sachin Sharma 2. Mr. Harsh Panwar



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6	MBA-106 Business Ethics	<p>External Examiner</p> <p>1. Dr. Ashok Gupta</p> <p>2. Dr. Asma</p> <p>3. Dr. Neha Rani</p> <p>Internal Examiner</p> <p>1. Dr. Somprabh dubey</p> <p>2. Mr. Ravi Kumar</p>
7	MBA-107 Personality Development & Communication Skills	<p>External Examiner</p> <p>1. Dr. Neha Yashisth</p> <p>2. Dr. Neha Rani</p> <p>3. Dr. Gargi</p> <p>Internal Examiner</p> <p>1. Ms. Swati Rajaura</p> <p>2. Ms. Aditi Garg</p>
8	MBA-108 Information Systems	<p>External Examiner</p> <p>1. Dr. Neha Yashisth</p> <p>2. Dr. Anshu Choudhary</p> <p>3. Dr. Neha Rani</p> <p>Internal Examiner</p> <p>1. Mr. Rahul Kumar</p>



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		2. Mr. Adesh Kumar
9	MBA-301 Strategic Management	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ms. Neha Rani Internal Examiner 1.Dr. Somprabh dubey 2. Mr. Adesh Kumar
10	MBA-302 International Business	External Examiner 1. Dr. Swantra Chauchan 2. Dr. Neha Rani 3. Dr.Gargi Internal Examiner 1.Mr. Adesh Kumar 2. Dr. Somprabh dubey
11	MBA-303 Supply Chain Management	External Examiner 1.Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhayay



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		2. Ms. Swati Rajaura
12	MBA-3MK1 Consumer Behaviour & Sales Management	External Examiner 1. .Dr. Ashok Gupta 2. Dr. Asma 3. Ds. Neha Rani Internal Examiner 1.Dr. Somprabh dubey 2. Mr. Adesh Kumar
13	MBA-3MK2 Marketing of Non Profit Organization	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panwar
14	MBA-3MK3 Integrating Marketing Communication	External Examiner 1. Dr. Neha Yashisth 2. Ms. Neha Rani 3. . Ms.Gargi Internal Examiner 1. Dr. Abhimanyu Upadhayay 2. Mr. Harsh Panwar



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15	MBA-3FM1 Security Analysis & Portfolio Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhyay 2. Mr. Adesh Kumar
16	MBA-3FM2 Financial Markets & Services	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary 3. Ms. Neha Rani Internal Examiner 1. Dr. Somprabh dubey 2. Mr. Adesh Kumar
18	MBA-3FM3 Corporate Tax Planning	External Examiner 1. Dr. Anuj Goel 2. Dr. Ganesh 3. Ms. Neha Rani Internal Examiner 1. Dr. Somprabh dubey 2. Mr. Adesh Kumar
19	MBA-3HR1 - Knowledge Management	External Examiner 1. Dr. Neha Yashisth 2. Dr. Anshu Choudhary



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		3. Dr. Neha Rani Internal Examiner 1. Dr. Abhimanyu Upadhyay 2. Ms. Swati Rajaura
20	MBA-3HR2Organizational Change & Development	External Examiner 1.Dr. Anuj Goel 2. Dr Ganesh 3. Dr. Neha Rani Internal Examiner 1.Dr. Somprabh dubey 2 Mr.Adesh Kumar
21	MBA-3HR3Performance Management & Competency Mapping	External Examiner 1.Dr. Abhishek Dadas 2. Dr Ganesh 3. Dr. Neha Rani Internal Examiner 1.Dr. Somprabh dubey 2 Mr.Adesh Kumar