STAKEHOLDER FEEDBACK EVALUATION REPORT

A.Y. 2024 - 25

STUDENTS,
ALUMNI,
INDUSTRIES,
FACULTY,
& PARENTS

Feedback on Teaching and Curriculum

The University of Mumbai has revised the Bachelor of Management Studies (BMS) curriculum with effect from the Academic Year 2024-25 to make it more comprehensive, by providing management training and exposure to the students by way of innovative practical approach teaching learning methodology. Interactive teaching, projects, presentations, case-study analysis, field-studies, industrial visits, soft skills development, internships and placements are an integral part of BMS pedagogy.

As per NEP guidelines, in the Second year of BMS, the students can select Marketing or Finance as their Major subject. This helps them get in-depth knowledge in their area of interest. The program is designed to train students to be aspiring Entrepreneurs, Managers and budding CEOs of tomorrow, thus taking up the responsibility for all-round development of students' personality.

- BMS Batch 2024-26 is the first batch under the New Revised Curriculum introduced by the University.

The following feedback has been collected separately from students of both batches to assess the relevance, skill coverage and effectiveness of the curriculum from the students' perspective. In addition to student feedback, faculty members feedback on the curriculum was also collected separately to evaluate the academic adequacy, depth of content and practical applicability of the courses under new syllabus.

A. Students Feedback on Teaching and Curriculum

Students were asked to rate each parameter on a scale of 1 to 5. (1-Very Low Relevance, 2-Low Relevance, 3-Neutral, 4-High Relevance, 5- Very High Relevance). The responses were as follows:

Parameter	BMS Batch 2024-26 New Curriculum
Relevance of Curriculum Content	4.20
Coverage of Skills in the Curriculum	4.31
Relevance of Reference Material Suggested	4.34

General Remarks

- The overall feedback from students indicates a positive perception of the curriculum in terms of content relevance, skill orientation and reference materials.
- The curriculum content (rating 4.20), is found to be relevant, reflecting the core concepts and contemporary management practices expected at the undergraduate level.

- Students appreciated the coverage of skills (rating 4.31), particularly the inclusion of courses and activities that enhance analytical, communication and decision-making abilities.

- The reference materials (rating 4.34) including textbooks, case studies and online resources are considered helpful and comprehensive, though students suggest adding more industry-specific and digital learning resources.

- Feedback suggests that integration of practical learning components, such as live projects, simulations and certifications, has enhanced overall learning outcomes.

B. Faculty Feedback on Teaching and Curriculum

The following feedback was received from faculty:

Parameter	BMS Batch 2024-26 New Curriculum
Relevance of Curriculum Content	4.67
Coverage of Skills in the Curriculum	4.74
Usefulness of Curriculum from Placement Perspective	4.84
Relevance of Reference Material Suggested	4.81

General Remarks

- The feedback indicates that the curriculum effectively supports student learning and employability, with the new syllabus scoring slightly higher in all parameters, particularly in placement-oriented usefulness and skill development.

- Faculty appreciated the updated reference materials and course structure in the new curriculum, which enhance the practical applicability of the subjects and make teaching more aligned with contemporary management practices.

C. Action Taken on Feedback received on Review of Course Content by Students and Faculty

1. **Bridging the Industry-Academia Gap through Practical Exposure:**
   To strengthen the link between theoretical learning and real-world business applications, the institute organized industry expert sessions, panel discussions and live project engagements across all specializations. These activities helped students gain practical insights and exposure to current industry practices not fully covered in the curriculum.

2. **Skill Enhancement through Workshops and Certification Programs:**
   Recognizing the need for additional technical and analytical skill development, the institute conducted value-added workshops and certification courses on tools such as MS Excel for Business Analytics, Digital Marketing and Financial Modeling. These initiatives complemented the curriculum and enhanced students' employability skills.

3. Curriculum Enrichment through Case-Based and Experiential Learning:

To address the gap in application-oriented learning, faculty members adopted case-based pedagogy, business simulations and mini research projects as part of classroom instruction. This approach improved critical thinking, problem-solving and decision-making abilities among students.

4. Faculty members have adopted updated reference materials, online databases and digital tools aligned with the revised syllabus to ensure that students gain access to current and relevant learning resources supporting better employability outcomes.

5. List of Value-Added Courses conducted for BMS Batch 2024-26

Sr.	Batch	Duration	Sem	Name of Course	Domain	Name Of Faculty
1	2024-27	July to December 2024	I	Entrepreneurship	BMS	Ms. Pahal Satvilkar
2	2024-27	February to May 2025	II	Advanced Excel	BMS	Ms. Ankita Patanwadia

E. Employer / Industry Survey (Aligned with Program Outcome)

In the Academic Year 2024-25, an employer / industry survey was conducted by institute to assess students' abilities in solving business problems, critical thinking and decision-making, leadership skills and environmental and ethical values. The survey parameters were also mapped to the Program Outcomes (POS) of the BMS program. Employers were asked to rate each parameter on a 3-point scale: 1 = Low, 2 = Medium, 3 = High.

Parameter	POs	Score
Ability to apply Knowledge of Management Theories to Solve Business Problems	PO1	2.42
Ability to Analyze & Do Critical Thinking at the time of Decision Making	PO2 PO3	2.30
Ability to Play a Leadership Role Without Compromising Values	PO2	2.40
Ability to Understand & Analyze Environmental Changes Related to his/her work Profile	PO5	2.40
Effectively Contribute as an Individual, Team Member & as a Leader to Achieve Group & Organizational Goals	PO3 PO4	2.46

The indirect assessment through employer feedback confirms that the BMS program is meeting its intended program outcomes and continuous engagement with industry can help further strengthen practical and decision-making skills.

Employer/Industry Feedback – Suggestions

The following feedback summarizes employers' observations and suggestions regarding students' performance, highlighting key areas for improvement in practical knowledge, communication skills and professional preparedness.

1.Students should gain more practical knowledge and hands on experience in their specific streams.

2. Stronger understanding of internship projects and domain-related concepts is recommended.

3.Students need to improve confidence, communication skills and overall interview preparedness.

4.Emphasis on aptitude tests, financial concepts and fundamental domain knowledge is suggested.

5.Training on professional grooming, corporate etiquette and articulation will enhance employability.

6.Students should be more conscious about job opportunities and open to relocation if required.

7.Awareness of the company, its services and industry expectations should be improved.

8.Employers generally rated candidates as good, while noting specific areas for enhancement in practical exposure, communication and interview readiness.

F. Feedback on Infrastructure:

The infrastructure of Thakur Specialized Degree College Mumbai, was evaluated through feedback collected from multiple stakeholders including students, faculty, parents and employers. These stakeholders visited the campus and assessed the various facilities provided, such as classrooms, IT infrastructure, library, amenities, safety measures and value-added facilities.

The evaluation was carried out on a rating scale of 1 to 5, where 1 indicates low satisfaction and 5 indicates high satisfaction with the infrastructure. This comprehensive assessment provides insights into the strengths and areas for improvement in the campus infrastructure, reflecting the perceptions of all key stakeholders

Sr. No.	Parameters	Students		Teaching & Non-Teaching Staff		Parents & Employers	
		Rating	Percentage	Rating	Percentage	Rating	Percentage
1	Classroom	4.70	94.10%	4.80	96.40%	4.75	95.56%
2	IT Infrastructure	4.69	93.80%	4.72	94.40%	4.65	93%
3	Amenities(Computer Lab, Parking, Canteen, Boy's & Girl's Common Room, Recreation Room, Lift, First Aid Room, Seminar Hall, Rest Room)	4.75	95%	4.84	96.80%	4.79	95.80%
4	Value Addition Facilities(Consciousness Lab, Student Council, TCEI) Incubating Facilities, First-Aid Room, Wi-Fi)	4.78	95.60%	4.75	95%	4.62	92.40%
5	Placement Assistance	4.52	90.40%	4.65	93.00%	4.72	94.40%
6	Administrative Services	4.64	92.80%	4.62	92.40%	4.84	96.80%
7	Safety & Security	4.87	97.40%	4.85	97.00%	4.72	94.40%
8	Cleanness & Hygiene	4.78	95.60%	4.9	98.00%	4.62	92.40%
9	Joyful & Friendly Environment	4.72	94.40%	4.79	95.80%	4.72	94.40%
10	Library	4.81	96.20%	4.84	96.80%	4.85	97.00%

Action Taken on Infrastructure Development

1. Smartboards have been installed in each classroom and well equipped laboratory to enhance the teaching-learning process, making it more engaging and technology-driven.

2. The institute ensures periodic maintenance of all existing infrastructure, including classrooms, laboratories, IT systems, library and amenities. Continuous upgradation of facilities is carried out to incorporate modern educational technologies and to maintain a safe, hygienic and conducive learning environment for all stakeholders.

These actions demonstrate the institute's commitment in providing state-of-the-art infrastructure that supports academic excellence, holistic student development and future-ready growth.