



Yashaswi Education Society's

Reg No. Maha. : 417/2007/Pune

**INTERNATIONAL INSTITUTE OF MANAGEMENT SCIENCE**

**An ISO 9001 Certified Institute**

(Approved by AICTE Ministry of HRD Govt. of India, Recognised by Govt. of Maharashtra and Affiliated to Savitribai Phule Pune University)

Campus : IIMS Bldg, S. No. 169/1/A, Opp. Elpro International, Chinchwad, Pune - 411033. Ph.: (020) 27353730/32/33/34, Fax : (020) 27354731  
Website : www.iims.ac.in E-mail : info@iims.ac.in

## Feedback on the syllabus and its transaction at the institution from the following stakeholders (2023-2024)

1) Students

2) Teachers

3) Employers

4) Alumni

SHIVAJI  
DATTU  
MUNDHE

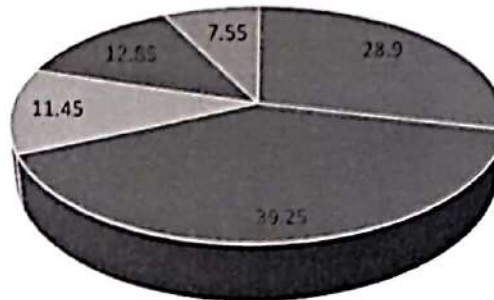
Digitally signed by SHIVAJI DATTU MUNDHE  
DN: cn=SHIVAJI DATTU MUNDHE, o=IIMS, ou=IIMS, email=shivaji.dattu@iims.ac.in  
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**A) Feedback on the syllabus and its transaction at the institution by the students (n=442)**

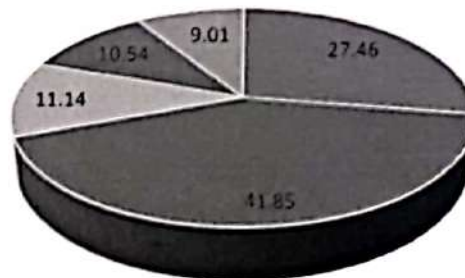
Sr.No	Parameter	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	The consistency of the contents in course curriculum is appropriate	28.9	39.25	11.45	12.85	7.55	100.00
2	Depth of curriculum content is appropriate	27.46	41.85	11.14	10.54	9.01	100.00
3	Syllabus is industry oriented	31	37.3	12.47	9.97	9.26	100.00
4	The objectives and outcomes are clearly stated for each of the course	29.4	32.65	14.24	12.15	11.56	100.00
5	The curriculum has a good balance between theory and practical	28.46	39.55	11.54	9.78	10.67	100.00
6	The courses offered are relevant to the latest technology	24.25	47.19	10.67	9.15	8.74	100.00
7	Curriculum structure and contents help to enhance employability skills	32.45	35.28	12.75	10.78	8.74	100.00
8	Curriculum bridges the gap between industry and academia	26.85	42.35	12.3	9.68	8.82	100.00
9	Curriculum content is helpful for development of professional ethics, lifelong learning skills, team building, leadership qualities and environmental awareness	31.85	35.26	10.75	12.46	9.68	100.00

**The continuity of the contents in courses curriculum in is appropriate.**



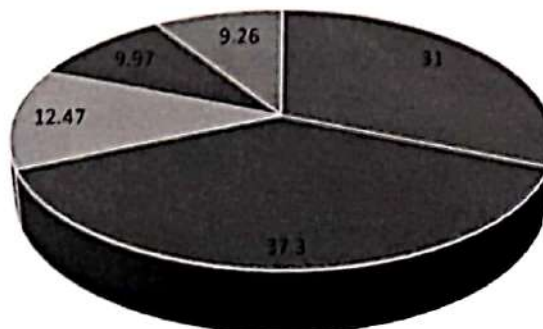
▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

**Depth of curriculum content is appropriate.**



▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

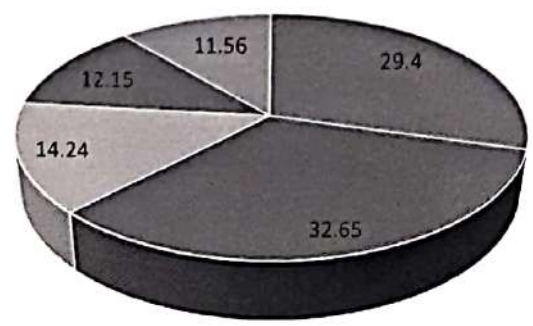
**Syllabus is industry oriented.**



▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

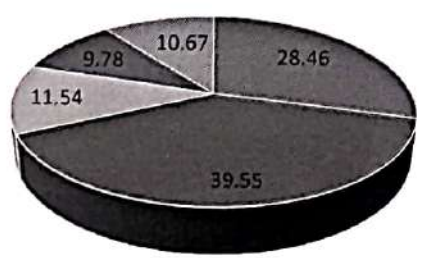


**The objectives and outcomes are clearly stated for each of the course.**



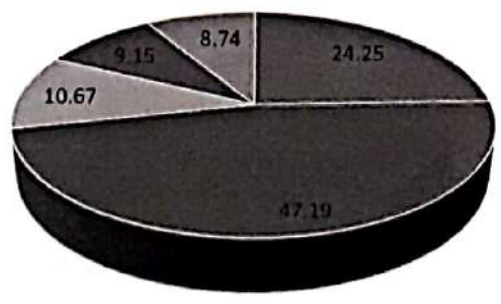
▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

**The curriculum has a good balance between theory and practical.**



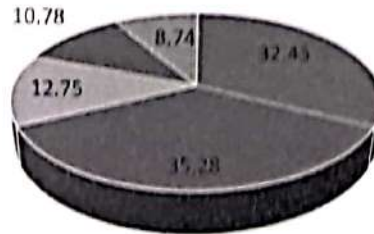
▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

**The electives offered are relevant to the latest technology.**



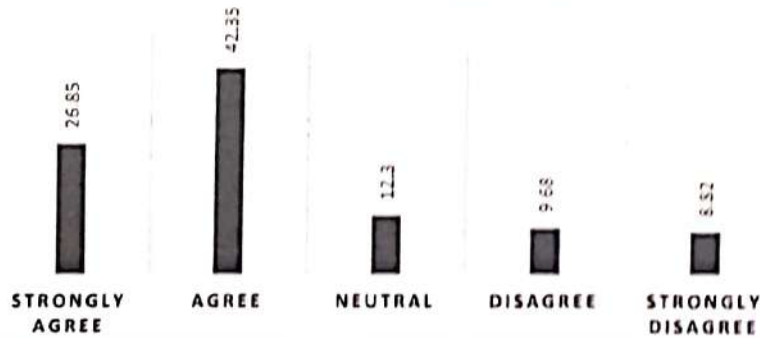
▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

**Curriculum structure and contents help to enhance employability skills.**

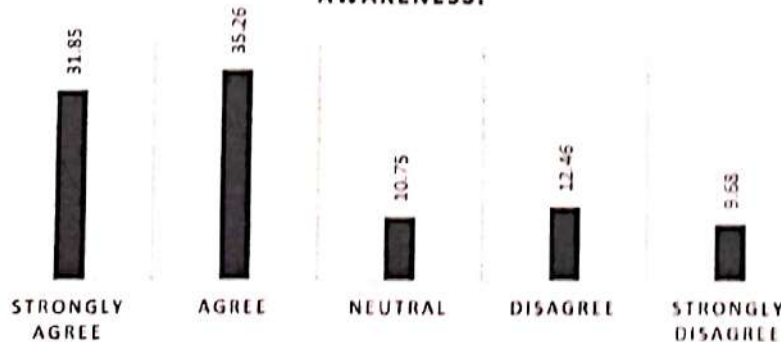


■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

**CURRICULUM BRIDGES THE GAP BETWEEN INDUSTRY AND ACADEMIC.**



**CURRICULUM CONTENTS ARE HELPFUL FOR DEVELOPMENT OF PROFESSIONAL ETHICS, LIFELONG LEARNING SKILLS, TEAM BUILDING, LEADERSHIP QUALITIES AND ENVIRONMENTAL AWARENESS.**

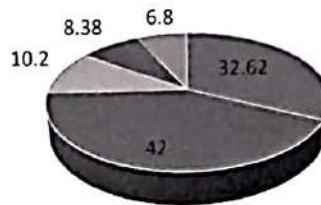


## Feedback on the syllabus and its transaction at the institution by the Teacher

Sr.No	Parameter	Strongly Agree	Agree	Neutral	Disagree	strongly Disagree	Total
1	The learning objectives are clear and appropriate to the program.	32.62	42	10.2	8.38	6.8	100
2	The syllabus is well organized and suitable to the program.	28.68	39.65	12.85	9.2	9.62	100
3	The text Books/Reference Books are well suited to the course.	31.52	42.26	8.95	9.65	7.62	100
4	The system followed by the university for the design and development of curriculum is effective.	42.62	34.02	9.58	7.3	6.48	100
5	There is a provision to update curriculum time to time.	32.59	41.62	11.12	8.32	6.35	100
6	The distribution of contact hours among the course components is appropriate.	28.32	43.62	7.92	13.82	6.32	100
7	The curriculum has a good balance between theory and practical.	28.32	43.62	7.92	13.82	6.32	100
8	The electives offered are in relation to the technological advancements	32.59	41.62	11.12	8.32	6.35	100
9	Whether the curriculum and syllabus are well organized and easy to follow	42.62	34.02	9.58	7.3	6.48	100
10	Curriculum includes the current and the future socio-economic needs	31.52	42.26	8.95	9.65	7.62	100
11	Curriculum having good academic flexibility	28.68	39.65	12.85	9.2	9.62	100
12	Depth of the syllabus is sufficient for the development of skills for higher study and work in future	24.62	43.18	13.62	9.62	8.96	100

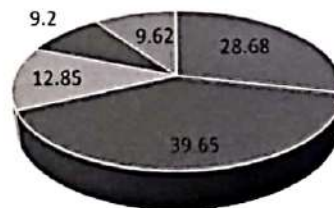


**The learning objectives are clear and appropriate to the program.**



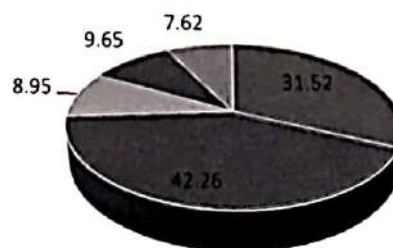
▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ strongly Disagree

**The syllabus is well organized and suitable to the program.**

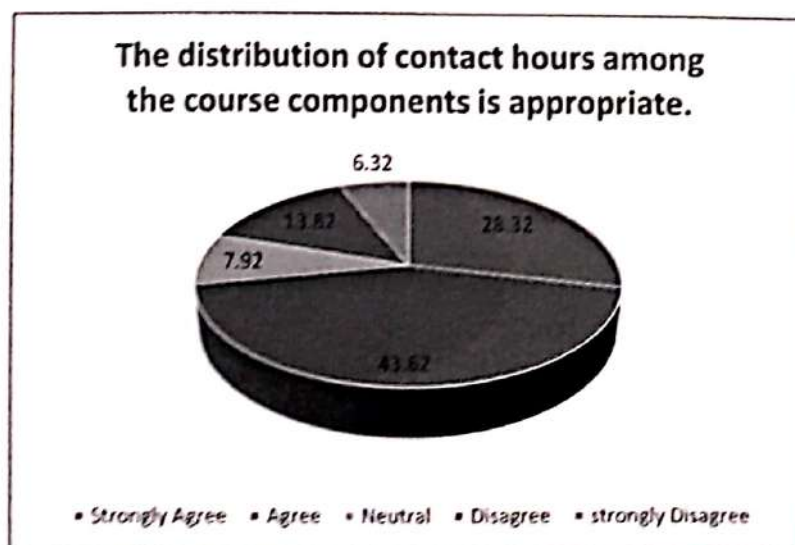
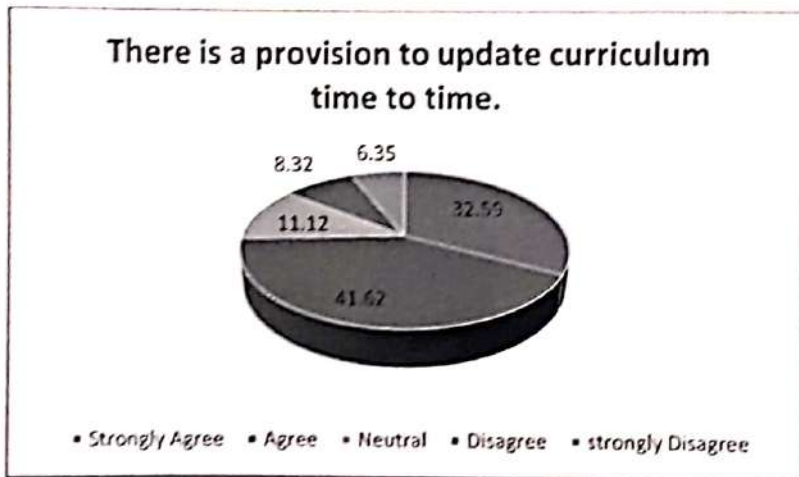
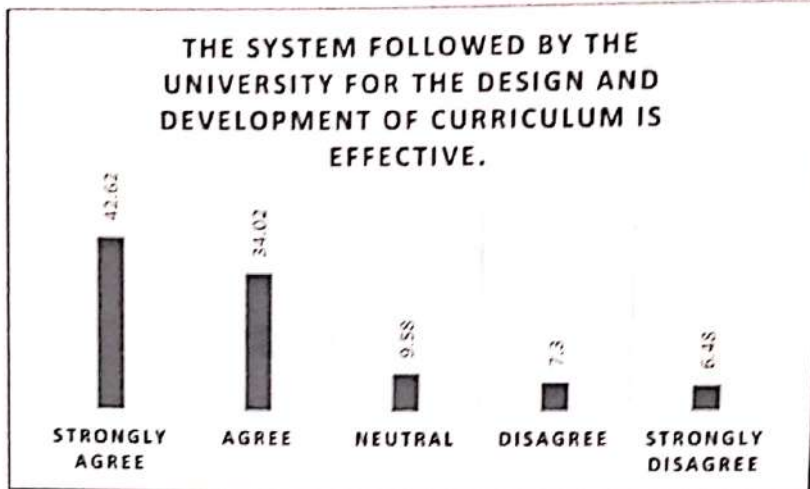


▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ strongly Disagree

**The text Books/Reference Books are well suited to the course.**

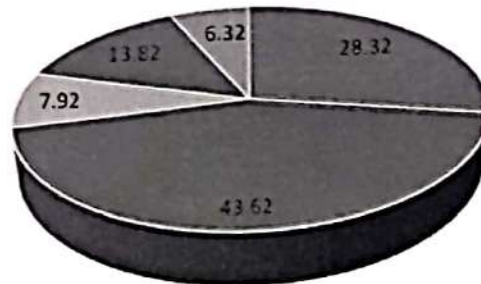


▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ strongly Disagree



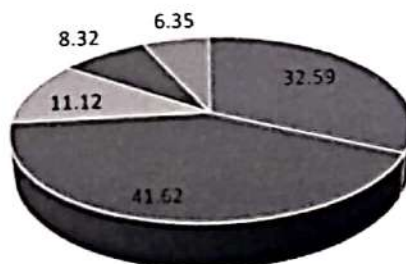


The curriculum has a good balance between theory and practical.



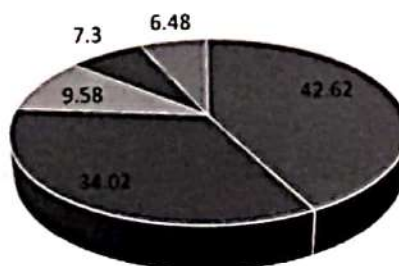
Strongly Agree Agree Neutral Disagree strongly Disagree

The electives offered are in relation to the technological advancements



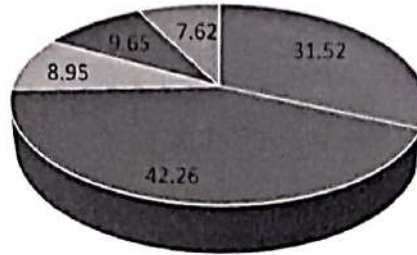
Strongly Agree Agree Neutral Disagree strongly Disagree

Whether the curriculum and syllabus are well organized and easy to follow



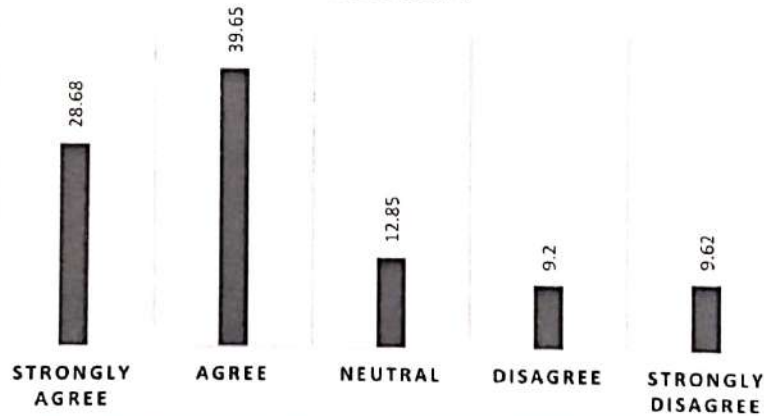
Strongly Agree Agree Neutral Disagree strongly Disagree

**Curriculum includes the current and the future socio-economic needs**

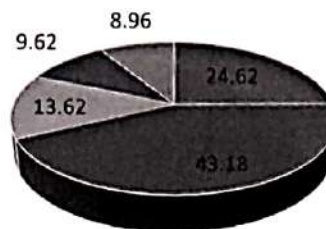


■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

**CURRICULUM HAVING GOOD ACADEMIC FLEXIBILITY**



**Depth of the syllabus is sufficient for the development of skills for higher study and work in future**

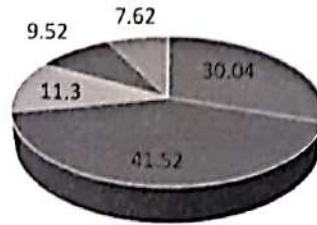


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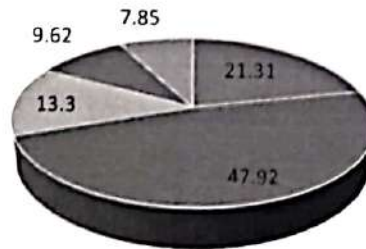


**Curriculum structure and contents help to enhance employability skills.**



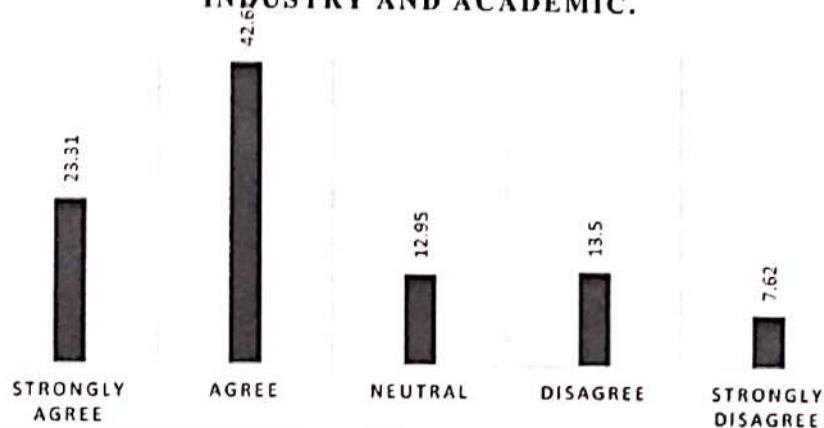
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**Curriculum has a good balance of theory and practical.**

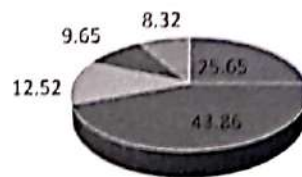


▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

**CURRICULUM BRIDGES THE GAP BETWEEN INDUSTRY AND ACADEMIC.**

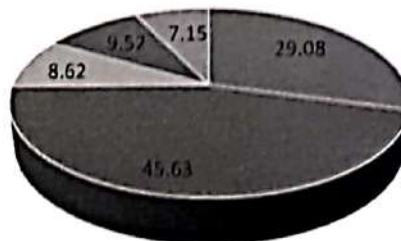


**Curriculum contents are helpful for development of professional ethics, lifelong learning skills, team building, leadership qualities and environmental awareness.**



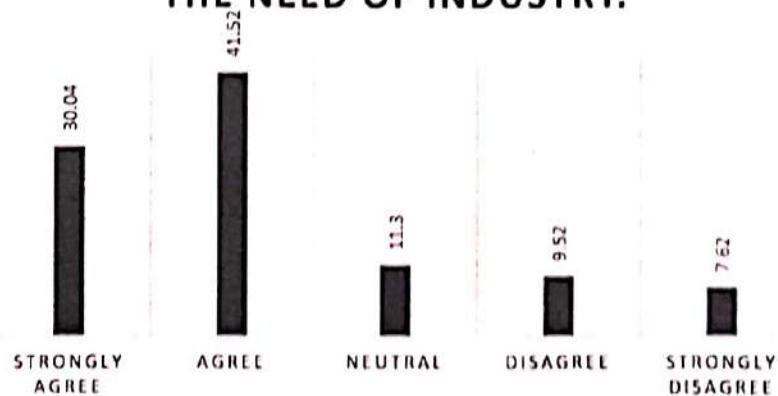
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

**Effectiveness of Curriculum in developing Innovativeness and creativity in students**



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

**CURRENT CURRICULUM CATERS THE NEED OF INDUSTRY.**





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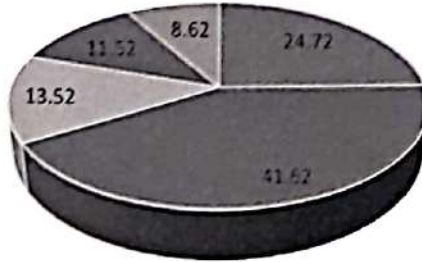
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## Feedback on the syllabus and its transaction at the institution by the Alumni

Sr.No	Parameter	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	Curriculum meets prerequisite and basic knowledge required for the Employability.	24.72	41.62	13.52	11.52	8.62	100
2	Learning experience is useful for employment	33.62	37.36	11.52	9.65	7.85	100
3	Electives offered are in relation to the technological advancements in industries	28.85	41.52	11.5	9.57	8.56	100
4	The new courses (subjects) introduced as per the current industry requirements	31.52	38.11	12.3	9.62	8.45	100
5	Design of the courses (subjects) encourages self-learning.	29.86	38.62	9.85	12.85	8.82	100
6	Support and contribution of the institution for your overall development	38.92	27.51	12.25	12.2	9.12	100
7	Effectiveness of Curriculum to meet your present professional standards	32.52	40.42	11.3	9.64	6.12	100
8	Effectiveness of curriculum to apply your knowledge in real life situations	26.57	45.68	9.68	8.62	9.45	100

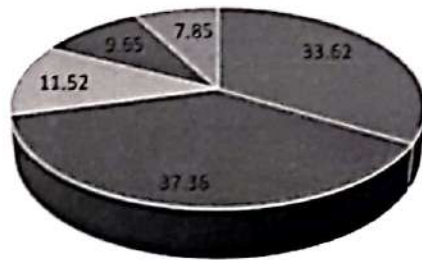


**Curriculum meets prerequisite and basic knowledge required for the Employability.**



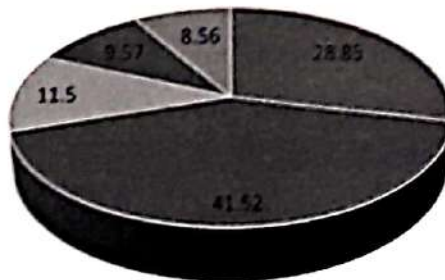
▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

**Learning experience is useful for employment**



▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

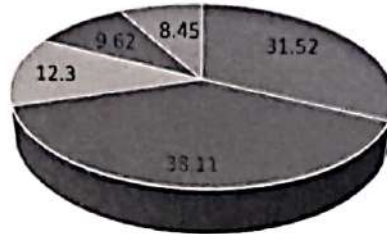
**Electives offered are in relation to the technological advancements in industries**



▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

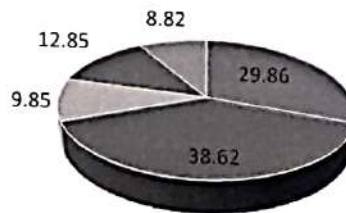


**The new courses (subjects) introduced as per the current industry requirements**



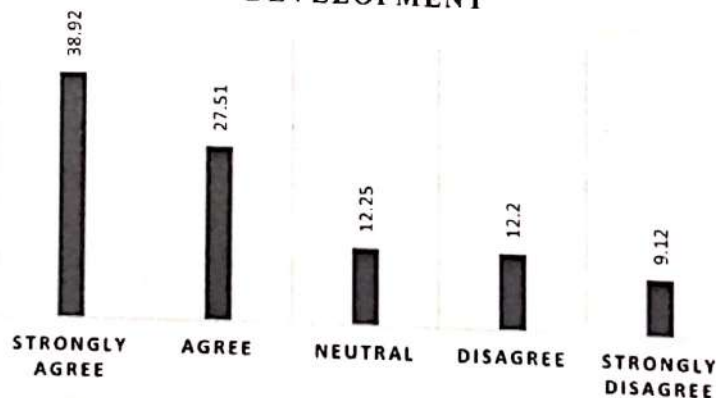
▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree ▪ Strongly Agree

**Design of the courses (subjects) encourages self-learning.**



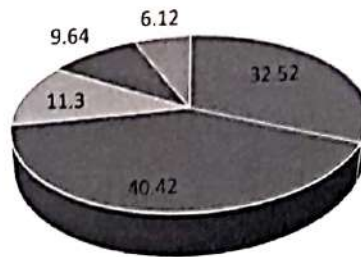
▪ Strongly Agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

**SUPPORT AND CONTRIBUTION OF THE INSTITUTION FOR YOUR OVERALL DEVELOPMENT**



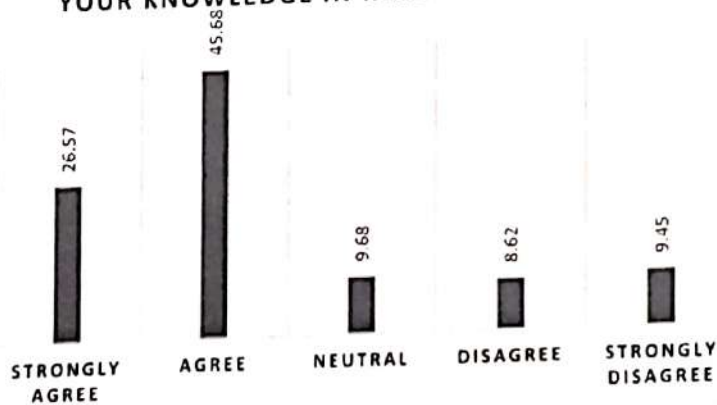


**Effectiveness of Curriculum to meet your present professional standards**



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

**EFFECTIVENESS OF CURRICULUM TO APPLY YOUR KNOWLEDGE IN REAL LIFE SITUATIONS**



**SHIVAJI  
 DATTU  
 MUNDHE**

**Dr. Shivaji Mundhe**

**Director, IIMS, Pune**

Digitally signed by SHIVAJI DATTU MUNDHE  
 DN: cn=DR. SHIVAJI MUNDHE, o=IIMS, ou=IIMS, email=shivaji.mundhe@iims.ac.in, c=IN





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## Feedback Analysis



## A) Feedback on the syllabus and its transaction at the institution by the students (n=442)

This table provides feedback on the syllabus and its delivery as perceived by students, using a five-point scale ranging from "Strongly Agree" to "Strongly Disagree." Here's an analysis of the results:

### Key Observations:

#### 1. Content Continuity:

- Majority (68.15%) of students either strongly agree or agree that the continuity of course content is appropriate, suggesting a largely positive perception.
- Only a small fraction (20.4%) disagree or strongly disagree.

A consistent flow in core topics like programming, database management, and emerging technologies (e.g., AI, ML) is vital for a strong technical foundation.

#### 2. Depth of Content:

- A significant 69.31% of students find the depth of curriculum content appropriate.
- However, a noticeable minority (19.55%) express dissatisfaction.

The depth must enable students to analyze and solve complex business problems, balancing theoretical frameworks with real-world applications. In-depth knowledge is essential to handle advanced coding, system analysis, and software development tasks.

#### 3. Industry Orientation:

- 68.3% of students believe the syllabus is industry-oriented, which is critical for career alignment.

Industry-relevant syllabus aids in bridging theoretical concepts with practical business scenarios, crucial for roles like managers and analysts. Aligning coursework with current IT trends ensures students are ready for roles like software developers, system architects, or data scientists.

#### 4. Clear Objectives and Outcomes:

- A lower percentage (62.05%) agree that objectives and outcomes are clearly stated, indicating room for improvement in transparency.

Clear course objectives guide students in achieving strategic thinking, decision-making, and leadership skills. Well-defined outcomes ensure students are proficient in both foundational and cutting-edge technologies, preparing them for dynamic tech roles.

#### 5. Balance Between Theory and Practical:

- A strong 68.01% find the balance appropriate, though 20.45% show disagreement, suggesting the need to re-evaluate certain aspects of the curriculum.



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**6. Relevance of Electives:**

- The highest agreement (71.44%) is noted for the relevance of electives to the latest technology, reflecting alignment with current trends.

**7. Employability Skills:**

- Approximately 67.73% feel the curriculum enhances employability skills, a critical indicator of its effectiveness.

**8. Industry-Academic Gap:**

- With 69.2% agreeing that the curriculum bridges the industry-academic gap, the institution seems to address this challenge well.

Partnerships with industry for live projects, internships, and guest lectures help reduce the gap and improve practical exposure. Incorporating tools, languages, and platforms used in the IT industry ensures a smoother transition from academics to professional roles.

**9. Holistic Development:**

- About 67.11% agree that the curriculum supports professional ethics, teamwork, and leadership, showing a focus on overall student development.

Promotes leadership, ethics, and a global perspective, which are vital for managing diverse teams and projects. Cultivates teamwork, ethical coding practices, and awareness of environmental and societal impacts of technology.





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## Analysis of Teacher Feedback on Syllabus and Its Transaction )N=18

This feedback evaluates the effectiveness of the syllabus and its delivery from the perspective of teachers, a crucial stakeholder group. Below is an analysis of each parameter with relevance to MBA (Master of Business Administration) and MCA (Master of Computer Applications) programs:

### 1. Learning Objectives

- Observation: 74.62% of teachers strongly agree or agree that learning objectives are clear and appropriate.
- Relevance to MBA: Clearly defined objectives help MBA students grasp business concepts like strategy, operations, and finance with clarity and relevance to industry needs.
- Relevance to MCA: Learning objectives guide MCA students to focus on technical competencies like coding, software development, and systems analysis, ensuring alignment with technology trends.

### 2. Syllabus Organization

- Observation: 68.33% agree the syllabus is well organized and suitable. However, 18.82% show dissatisfaction.
- MBA: A well-organized syllabus ensures smooth progression across subjects like economics, marketing, and HR, emphasizing integration of case studies and practical learning.
- MCA: Structured syllabus helps in building a logical sequence of learning, starting from programming fundamentals to advanced topics like AI and cloud computing.

### 3. Reference Material

- Observation: 73.78% agree textbooks and reference books are suitable, with 17.27% dissent.
- MBA: Up-to-date reference materials, including case study repositories and global business texts, enhance learning outcomes.
- MCA: Standard textbooks and online resources for coding, data structures, and algorithms are critical for in-depth technical learning.

### 4. Curriculum Design System

- Observation: 76.64% of teachers view the university's curriculum design process as effective.
- MBA: Regular review mechanisms ensure the inclusion of emerging areas like fintech, sustainability, and global business trends.
- MCA: Curriculum revisions incorporate rapid technological changes, equipping students with cutting-edge skills.

### 5. Curriculum Updates

- Observation: 74.21% believe the provision to update the curriculum is adequate.
- MBA: Frequent updates ensure topics like digital transformation, data analytics, and agile management remain current.

- MCA: Updates are essential for covering advancements in programming languages, cloud technology, and cybersecurity.

#### 6. Distribution of Contact Hours

- Observation: 71.94% agree that contact hours are appropriately distributed, though 20.14% show concern.
- MBA: Balance between lectures, case discussions, and project work must be reviewed for areas requiring more interactive learning.
- MCA: Contact hours should allocate adequate time for coding labs and project-based learning.

#### 7. Balance Between Theory and Practical

- Observation: Similar to contact hours, 71.94% agree on the balance between theory and practical.
- MBA: Incorporation of practical activities like business simulations and internships complements theoretical knowledge.
- MCA: Practical sessions, especially in labs, are crucial for mastering coding and software applications.

#### 8. Electives and Technological Advancements

- Observation: 74.21% feel electives align with technological advancements.
- MBA: Electives in AI-driven decision-making, blockchain in business, and marketing analytics are vital for keeping the program relevant.
- MCA: Electives on cutting-edge technologies like IoT, machine learning, and DevOps provide students with future-ready skills.

#### 9. Organization and Clarity of Curriculum

- Observation: 76.64% agree the curriculum is well-organized and easy to follow.
- MBA: Clarity ensures students can integrate concepts across finance, marketing, and operations.
- MCA: Easy-to-follow curriculum aids students in progressing from basic to advanced technical topics efficiently.

#### 10. Socio-Economic Relevance

- Observation: 73.78% agree the curriculum addresses socio-economic needs.
- MBA: Focus on sustainability, global business, and social entrepreneurship ensures graduates contribute to society.
- MCA: Emphasis on technologies like green computing and socially responsible AI aligns with societal needs.

#### 11. Academic Flexibility

- Observation: 68.33% agree the curriculum has good academic flexibility, while 18.82% express concern.
- MBA: Flexibility in electives and interdisciplinary subjects allows students to customize their learning paths.





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**An ISO 9001 Certified Institute**

(Approved by AICTE Ministry of HRD Govt. of India, Recognised by Govt. of Maharashtra  
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Campus. : IIMS Bldg, S. No. 169/1/A, Opp. Elpro International, Chinchwad, Pune - 411033. Ph.: (020) 27353730/32/33/34, Fax : (020) 27354731  
Website. : [www.iims.ac.in](http://www.iims.ac.in) E-mail : [info@iims.ac.in](mailto:info@iims.ac.in)

- MCA: Offering choices between software development, data science, or cybersecurity tracks enhances customization.

#### 12. Depth of Syllabus

- Observation: 67.8% agree the syllabus depth is sufficient, but 18.58% show dissatisfaction.
- MBA: Comprehensive coverage of business analytics, leadership, and financial modelling supports advanced study and career readiness.
- MCA: Detailed focus on programming, database management, and system design prepares students for advanced roles in IT and research.





## Feedback on the syllabus and its transaction at the institution by the Employer

### Observations:

1. **Industry Needs (Parameters 1 & 7):**
  - The agreement that the curriculum caters to industry needs is moderate, with "Agree" and "Strongly Agree" collectively accounting for over 61% of responses.
  - There is room for improvement, as nearly 25% of employers were neutral or disagreed.
2. **Employability Skills (Parameter 2):**
  - The strongest positive response, with over 71.5% agreement. This indicates employers believe the curriculum significantly enhances employability skills.
3. **Theory and Practical Balance (Parameter 3):**
  - Employers largely feel the curriculum balances theory and practice, with 69.23% in agreement. A small portion of respondents, however, disagreed or felt neutral.
4. **Industry-Academia Gap (Parameter 4):**
  - While the majority (65.93%) feel the curriculum bridges the industry-academic gap, 26.45% remain unconvinced. This highlights a potential area for stronger integration.
5. **Professional Development (Parameter 5):**
  - A solid 69.51% agree that the curriculum supports the development of professional ethics and related skills. However, about 18% either disagreed or were neutral, suggesting some content gaps.
6. **Innovativeness and Creativity (Parameter 6):**
  - This parameter received strong support (74.71%), showing the curriculum is perceived to foster innovation and creativity effectively.

### Conclusion:

Overall, the curriculum is well-received, particularly in employability and creativity development. However, there is scope for improvement in aligning with industry needs and bridging the academic-industry gap.



## Feedback on the syllabus and its transaction at the institution by the Alumni

The alumni feedback provides valuable insights into the curriculum's effectiveness and its alignment with professional and industry requirements. Below is a detailed analysis covering both MBA and MCA courses.

### 1. Prerequisite Knowledge for Employability

- **Positive Responses (Strongly Agree + Agree): 66.34%**
- Alumni largely agree that the curriculum provides the foundational knowledge necessary for employability. However, 24.14% (Neutral to Strongly Disagree) indicates there is room to enhance the rigor of basic and prerequisite knowledge, particularly for the MCA program, where technical skills play a critical role.

**Improvement Opportunity:** Include more foundational and preparatory modules, especially for students transitioning from non-technical or non-business backgrounds.

### 2. Learning Experience and Employment Utility

- **Positive Responses: 70.98%**
- The curriculum is perceived as useful for employment by a significant majority of alumni. This is especially relevant for MBA graduates, given the focus on managerial and operational learning. MCA alumni, however, might benefit from more hands-on industry exposure.

**Improvement Opportunity:** Introduce internships and industry projects to further solidify the practical relevance for MCA students.

### 3. Technological Advancements and Electives

- **Positive Responses: 70.37%**
- Alumni feel the electives are aligned with technological advancements, which is critical for MCA courses dealing with rapidly evolving tech. MBA electives related to digital transformation, analytics, and strategy also seem relevant.

**Improvement Opportunity:** Conduct periodic reviews to ensure electives remain cutting-edge, especially in fields like AI, machine learning, and fintech for MCA and MBA.

### 4. Relevance of New Courses

- **Positive Responses: 69.63%**
- Alumni acknowledge that new courses align with current industry demands, which reflects a proactive curriculum update approach by the institution.



**Improvement Opportunity:** Actively involve industry experts and alumni feedback when designing new courses to maintain relevance.

## 5. Self-Learning Encouragement

- **Positive Responses:** 68.48%
- A majority find the courses encouraging for self-learning, crucial for both MBA and MCA. However, self-learning opportunities can be enhanced further to cater to independent and remote working scenarios in modern industries.

**Improvement Opportunity:** Incorporate open-ended projects, research assignments, and online resource utilization in the curriculum.

## 6. Institutional Support for Overall Development

- **Positive Responses:** 66.43%
- Alumni perceive strong institutional support for overall development. This is vital for MBA, where soft skills like leadership and team building are key, and MCA, where professional growth is often tied to technical expertise.

**Improvement Opportunity:** Enhance mentorship programs and extracurricular activities focusing on leadership, ethical values, and collaboration for MBA and MCA.

## 7. Effectiveness in Meeting Professional Standards

- **Positive Responses:** 72.94%
- Alumni agree that the curriculum effectively supports their current professional roles. MBA alumni might value the managerial and strategic focus, while MCA alumni appreciate the technical grounding.

**Improvement Opportunity:** Strengthen this by offering certifications aligned with industry standards like PMP, Six Sigma for MBA, and AWS, Cisco certifications for MCA.

## 8. Application of Knowledge in Real-Life Situations

- **Positive Responses:** 72.25%
- Alumni find the curriculum effective in real-world applications, which is encouraging. This balance of theoretical knowledge and practical implementation benefits both MBA and MCA graduates.

**Improvement Opportunity:** Incorporate case studies, hackathons, and business simulations to enhance practical learning further.

## General Insights for MBA and MCA:

- **Common Strengths:**
  - Industry relevance of electives and new courses.





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- Strong support for employability and professional growth.
- Effective application of knowledge in real-world situations.
- **Areas for Enhancement:**
  - Increase exposure to industry trends through partnerships, workshops, and certifications.
  - Address the gaps perceived in foundational and self-learning opportunities.
  - Focus on cross-disciplinary knowledge like business analytics for MBA and MCA students.

**Conclusion**

The alumni feedback reflects positively on the institution's efforts to align its MBA and MCA programs with industry requirements and professional standards. With some refinements in foundational knowledge, technological relevance, and practical exposure, the institution can further enhance the quality and impact of its curriculum.

SHIVAJI  
DATTU  
MUNDHE  
Dr. Shivaji Mundhe

Digitally signed by SHIVAJI DATTU MUNDHE  
DN: cn=SHIVAJI DATTU MUNDHE, o=IIMS, ou=INTERNATIONAL INSTITUTE OF MANAGEMENT SCIENCE, st=Maharashtra, serialNumber=251658290297008223166279786718271746, email=SHIVAJI DATTU MUNDHE  
Date: 2024.12.05 09:31:46 +05'30'

Director, IIMS, Pune