

SVKM's NMIMS
School of Business Management
Feedback Analysis Report 2023-24

Program Name: - MBA Pharmaceutical Management

Programme evaluation and Feedback mechanism

SBM follows a systematic and comprehensive process of review and evaluation for the curricula of different programmes that it offers. This is based on the interests and requirements of various stakeholders. Hence, steps for review and evaluation of curricula are as follows:

The faculty across different Areas undertake an annual exercise of benchmarking of the curricula with other peer and aspirational schools offering similar programmes. Based on this exercise and the inputs of the faculty experts in the area, the revisions and introductions and deletions in the course offerings are drawn out. These revised offerings are then presented before the Area Board of Studies comprising of industry practitioners and faculty experts in the domain from other national and international peer schools. The revised offerings are finalized based on the discussions and deliberations at these meetings and thereafter the Area-wise revisions are presented at the Programme Board of Studies. Members of the Programme Board of Studies also comprise of faculty experts from peer institutes and industry experts who are most often our recruiters too. The curricula for a particular program for the ensuing academic year is firmed up based on the deliberations at this meeting and recommendations of the Board members. Henceforth, the suggested changes in the curricula are presented at the University Academic Council for final approval.

During each trimester, all students of each program are asked to submit their feedback on all courses and faculties. This is done twice during a trimester. First is mid-term feedback which is solicited after 50 percent of a course has been completed and the second is the end term feedback which is taken after the completion of the courses. Both quantitative (seven-point Likert scale) and qualitative feedback are taken as part of these feedback. The mid-term feedback is additionally followed up by in-person meeting of the students with the Dean, Associate Dean (Programmes and Student Learning Experience) and Programme Chairperson. The system for receiving feedback is entirely digital and administered through the student portal of the university. Strict anonymity of students and confidentiality of feedback is maintained and the same is conveyed to the students.

Apart from programme feedback based on self-perceptions of student learning experience, the school follows the assurance of learning process which helps to obtain more objective outcomes related to student learning. The assurance of learning process is managed by the School's Assurance of Learning (AOL) Committee chaired by Associate Dean (Programmes and Student Learning Experience). In addition to the Chairperson, the committee comprises of Associate Dean, (Accreditation, Ranking, Industry and Alumni), Associate Dean (Research and Phd), Programme and Area Chairpersons, Deputy Registrar (SBM), Assistant Registrar (SBM), Faculty-in-charge (AOL) and two additional staff members appointed by the School Dean. The key functions of the AOL committee are listed as follows:



- Monitor the compliance of each of the programmes to the programme learning outcomes.
- Guiding and advising Areas and faculties on drawing of course outlines, listing of appropriate learning outcomes and ensuring their proper mapping to the programme learning outcomes.
- Conduct formal review of attainment of learning outcomes based on student assessment at the end of each trimester and advise each Area on areas of improvement based on gaps identified.
- Provide formal review of programme curricula annually and provide input and recommendations for quality enhancement of the same.
- Provide formal review of programme learning objectives at regular schedule and provide recommendations for prospective revisions to match the dynamic needs of the business world and school vision and mission.

Another annual event of the school is the Strategic Review and Planning Retreat. At this annual two-day long meet, the school conducts rigorous review of all its programmes, curricula, pedagogy, teaching and learning processes and outcomes. This is preceded by a detailed stakeholders' survey involving existing students, alumni, recruiters and faculties. The inputs and insights received from surveys form the basis for the initial presentations. Thereafter, the discussions, deliberations and brainstorming sessions by Dean, Associate Deans, Area Chairpersons and Faculty working groups in presence of the Vice Chancellor and Pro-Vice Chancellor of the University at the retreat culminates into identification of areas for strengthening the existing programmes and processes and listing down the inputs towards shaping the future curricula.

Thus, the school uses several mechanisms for continuous improvements of both curricula and faculties. To summarize, the programme and the curricula passes through three levels of review, evaluation, approval and quality assurance.



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Program Name: - MBA Pharmaceutical Management
(Statistics - Median, 1st Quartile, 3rd Quartile)

Feedback Taken from:

1. Students:- 88
2. Faculty:- 42
3. Academic Peer:- 16
4. Alumni:- 11
5. Employer:- 7

Student Feedback Analysis			
Question	Median	Q1 (1st Quartile)	Q3 (3rd Quartile)
Q1	4	3	4
Q2	3.5	3	4
Q3	3	2	4
Q4	3	3	4
Q5	4	3	4

Faculty Feedback Analysis			
Question	Median	Q1 (1st Quartile)	Q3 (3rd Quartile)
Q1	4	4	4
Q2	4	4	4
Q3	4	4	4
Q4	4	3	4
Q5	4	3	4

Alumni Feedback Analysis			
Question	Median	Q1 (1st Quartile)	Q3 (3rd Quartile)
Q1	3	3	3.75
Q2	3	3	3
Q3	3	2	3
Q4	2.5	2	3
Q5	3	3	3.75

Academic Peer Feedback Analysis			
Question	Median	Q1 (1st Quartile)	Q3 (3rd Quartile)
Q1	4	4	4
Q2	4	4	4
Q3	4	4	4
Q4	4	4	4
Q5	4	4	4

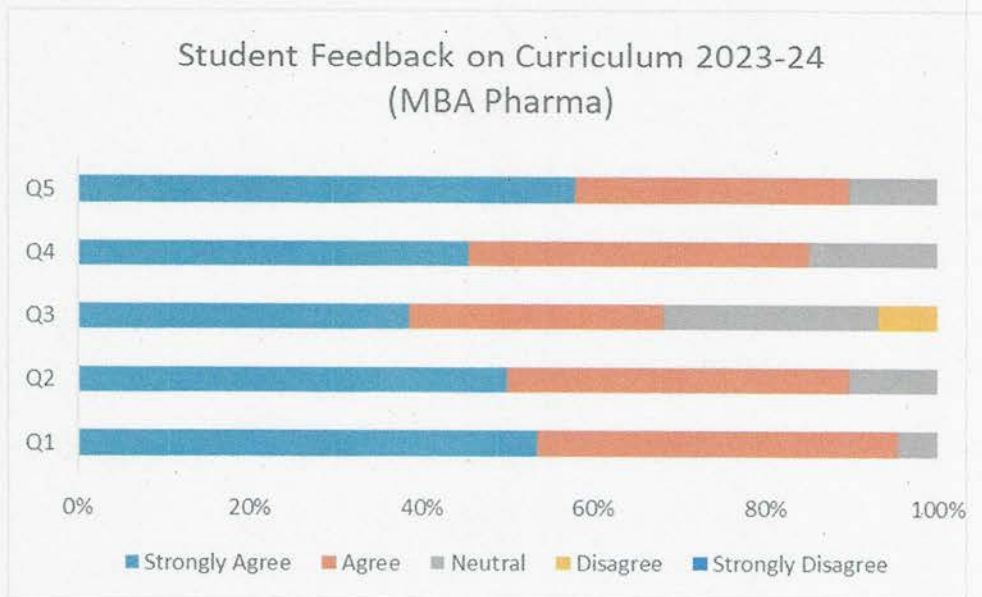
Employer Feedback Analysis			
Question	Median	Q1 (1st Quartile)	Q3 (3rd Quartile)
Q1	3	3	3.5
Q2	3	3	3.5
Q3	3	3	4
Q4	4	3.5	4
Q5	4	3	4



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Student Feedback Analysis Report (2023-24)
 No. of Students from whom feedback taken: 88

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of students who (agree + strongly agree)	% of students who (disagree + strongly disagree + neutral)
Curriculum has the right mix of theory and practical knowledge required for your program	Q1	47	37	4	0	0	95.45	4.55
Curriculum facilitates you in developing strong analytical and problem solving skills	Q2	44	35	9	0	0	89.77	10.23
Curriculum enhances your entrepreneurship skills and life-long learning	Q3	34	26	22	6	0	68.18	31.82
Curriculum incorporates human values and ethics.	Q4	40	35	13	0	0	85.23	14.77
Curriculum includes courses that enhance/improve your innovative /leadership and communication skills	Q5	51	28	9	0	0	89.77	10.23



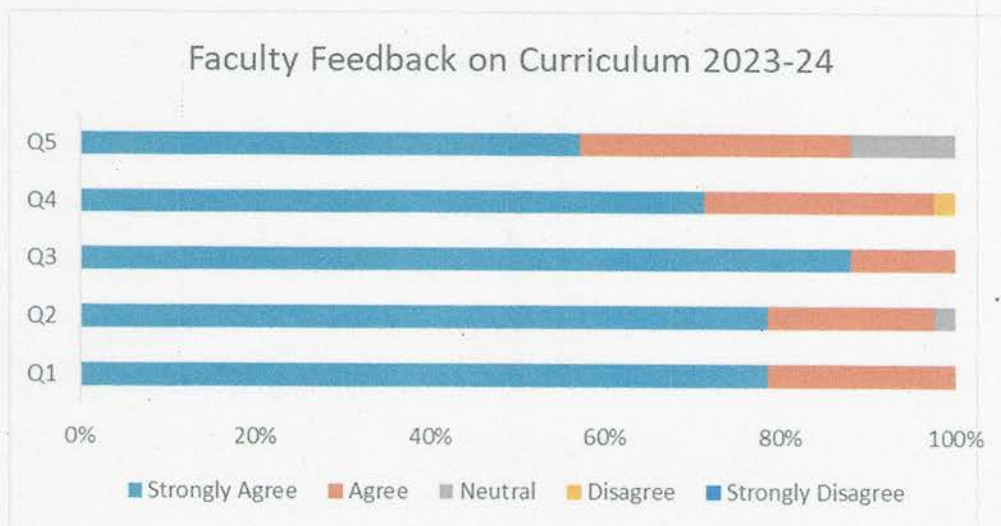
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Faculty Feedback Analysis Report (2023-24)

No. of faculty from whom feedback taken: 42

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of faculty who (agree + strongly agree)	% of faculty who (disagree + strongly disagree + neutral)
Course outcomes are met by the units mentioned in the syllabus	Q1	33	9	0	0	0	100.00	0.00
Course contents are relevant to the current trends and technologies	Q2	33	8	1	0	0	97.62	2.38
Aims and Objectives of course are clearly defined	Q3	37	5	0	0	0	100.00	0.00
Freedom to adopt new teaching pedagogy	Q4	30	11	0	1	0	97.62	2.38
Freedom to adopt new evaluation methods for internal assessment	Q5	24	13	5	0	0	88.10	11.90



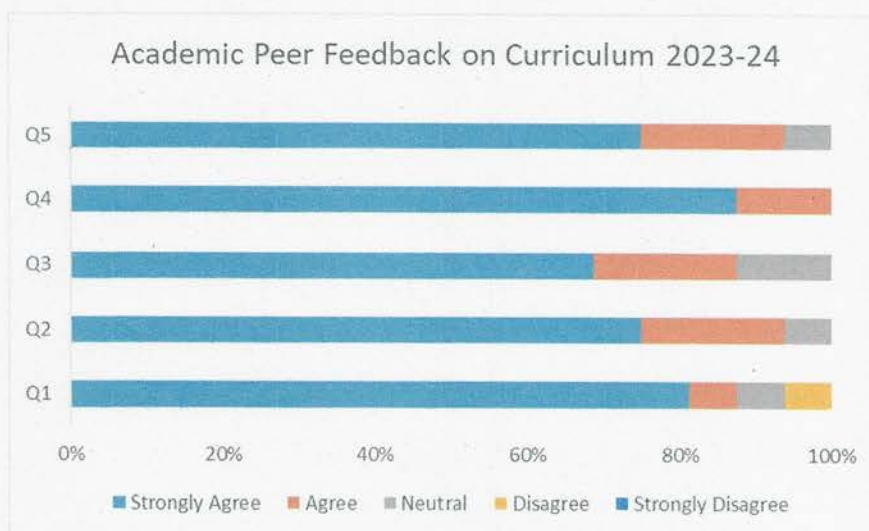
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Academic Peer Feedback Analysis Report (2023-24)

No. of Academic Peers from whom feedback taken: 16

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of academic peers who (agree + strongly agree)	% of academic peers who (disagree + strongly disagree + neutral)
Curriculum of NMIMS includes the right mix of theory and practical knowledge	Q1	13	1	1	1	0	87.50	12.50
Curriculum focusing on fundamental concepts leading to holistic knowledge and skill development	Q2	12	3	1	0	0	93.75	6.25
Electives offered are aligned towards gaining expertise in specific domain area	Q3	11	3	2	0	0	87.50	12.50
NMIMS Curriculum promotes self-learning / collaborative / experiential learning	Q4	14	2	0	0	0	100.00	0.00
NMIMS Curriculum includes human values and ethics	Q5	12	3	1	0	0	93.75	6.25



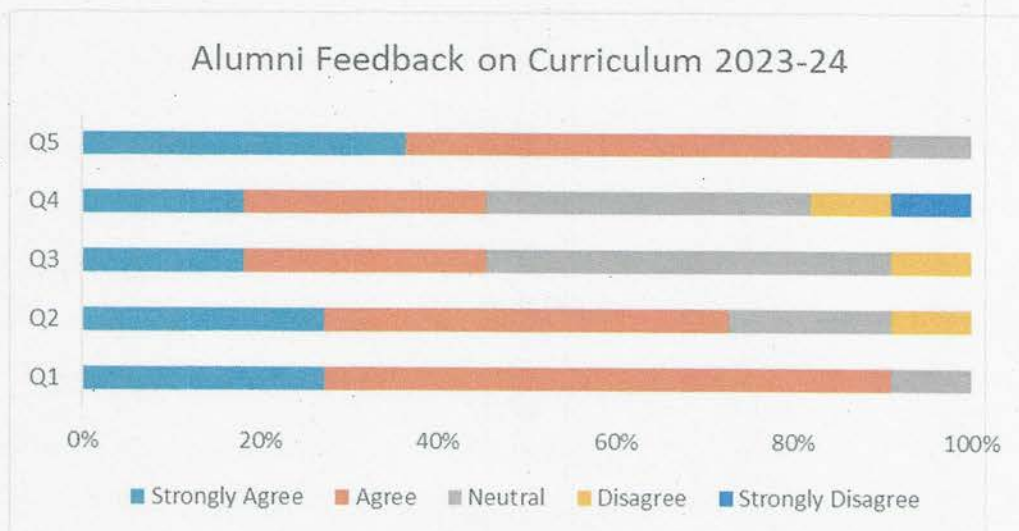
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Alumni Feedback Analysis Report

No. of Alumni from whom feedback taken: 11

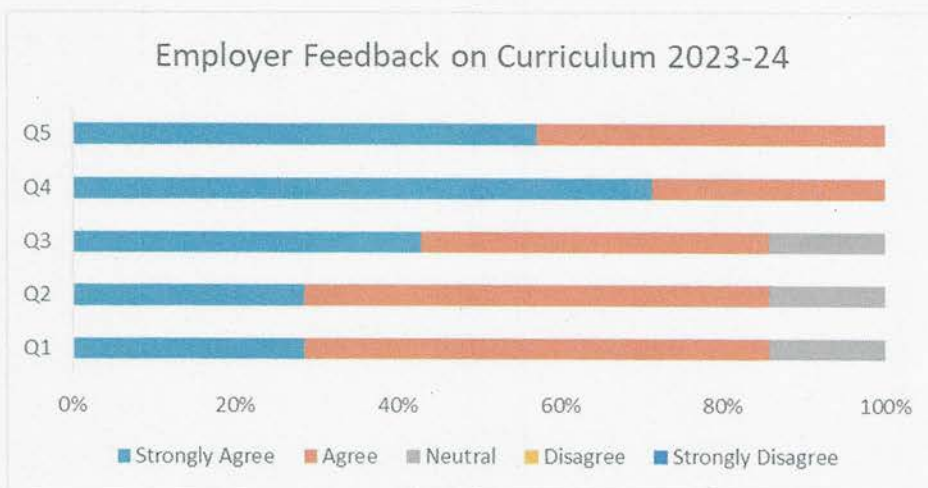
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of alumni who (agree + strongly agree)	% of alumni who (disagree + strongly disagree + neutral)
Syllabus and Courses created interest in order to pursue higher studies	Q1	3	7	1	0	0	90.91	9.09
Curriculum suitable for jobs related to your field	Q2	3	5	2	1	0	72.73	27.27
Curriculum was updated according to recent trends and developments	Q3	2	3	5	1	0	45.45	54.55
Electives offered in curriculum helped you to provide your interest areas	Q4	2	3	4	1	1	45.45	54.55
Curriculum includes the right mix of theory and practical knowledge	Q5	4	6	1	0	0	90.91	9.09




Employer Feedback Analysis Report

No. of Employer from whom feedback taken: 7

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of employers who (agree + strongly agree)	% of employers who (disagree + strongly disagree + neutral)
Curriculum has balance of theory and practical aspects	Q1	2	4	1	0	0	85.71	14.29
Curriculum imparts knowledge and skills required by industry	Q2	2	4	1	0	0	85.71	14.29
Curriculum includes soft skills required by industry	Q3	3	3	1	0	0	85.71	14.29
Internship / Project gives students real-life experiential learning	Q4	5	2	0	0	0	100.00	0.00
Curriculum includes human values and ethics	Q5	4	3	0	0	0	100.00	0.00



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Action Taken Report

Feedback from various stakeholders, including students, faculty, academic peers, and alumni, was collected to assess the need for updating the curriculum. The Department Head presented these feedback results to the Board of Studies (BOS) members. The BOS members then discussed the feedback and if required would be implemented in the next academic year.



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