

SHIVAJI UNIVERSITY, KOLHAPUR
CENTRE FOR DISTANCE AND ONLINE EDUCATION
ONLINE MBA (July, 2025)
FEEDBACK REPORTS

REPORT 1 - ONLINE MBA ADMISSION FEEDBACK REPORT

Introduction

This report presents an analysis of the feedback received from students of the **Online MBA July 2025 Batch** regarding the **admission process**. The feedback was collected through a structured form and covered key aspects like information sources, ease of form filling, fee payment experience, satisfaction levels, and suggestions for improvement.

Category	Yes / Main Responses	No / Other Responses
Sources of Admission Info	Newspaper (10), Shivaji University, Kolhapur Website (52), WhatsApp (40), Other (10), Email (3), Radio (1)	
Satisfied with Admission Process	Yes (79)	No (2)
Difficulties in Admission Form	No (24)	Yes (2)
Difficulties in Fee Payment	No (22)	Yes (4)

1. Source of Admission Information

Students came to know about the Online MBA admission process through various sources:

- Newspaper (10), Shivaji University, Kolhapur Website (52), WhatsApp (40), Other (10), Email (3), Radio (1)
- Newspapers and the official university website were the most effective sources of information.

2. Satisfaction with Admission Process

- **Satisfied (Yes):** 79 students
 - **Not Satisfied (No):** 2 students
- Majority of students (91%) were satisfied with the admission process.

3. Difficulties in Filling the Admission Form

- **No Difficulties:** 24 students
 - **Faced Difficulties:** 2 students
- Most students found the admission form user-friendly.

4. Difficulties in Fee Payment

- **No Issues:** 22 students
 - **Faced Issues:** 4 students
- A few students encountered problems during fee payment. Improvements in payment systems may be beneficial.

5. Expectations/Suggestions from Students

- **No Expectations / Smooth Process:** 32 students
 - **Key Suggestions Noted:**
 - Delays in receiving study material and communication issues.
 - Poor functioning of the application/portal.
 - Need for clearer and faster payment confirmation.
 - Suggestion for EMI or flexible payment options.
 - Regular communication and follow-up from the university.
 - Better support for handling technical difficulties.
- While most were satisfied, some students requested better communication, improved technical support, and more transparent processes.

REPORT 2 - FEEDBACK REPORT ON LMS SOFTWARE

Introduction

This report presents a summary of student feedback on the Learning Management System (LMS) software provided by the University. A total of **126 students** participated in the survey, sharing their experience regarding overall satisfaction and technical issues faced in various components of the LMS, such as discussion forums, lectures, and e-tutorials.

Question	Yes	No	Issues Reported
Are you satisfied with LMS Software provided by the University?	79	5	N/A
Are there any technical problems in LMS Software?	5	24	Glitches in course completion progress bar; automatic logout after midnight; inaccessible early in the morning
Any technical problems in discussion forums?	2	27	No notifications for deadlines; lack of chat group feature
Any technical problems while attending lectures?	2	27	Network issues; unclear voice; lack of self-hearing when interacting with teacher
Any technical problems while attending E-Tutorials?	2	27	Confusing topic sequence; missing content list; some videos missing background PPTs; OER resources are not sequenced properly

1. Overall Satisfaction with LMS

Out of 126 students, **72 (83%)** expressed satisfaction with the LMS software. However, **5 students (17%)** reported dissatisfaction. Their concerns centered around system glitches and access limitations during late hours and early mornings.

2. Technical Problems in LMS Software

5 students reported experiencing technical difficulties. Specific issues include:

- The **course completion progress bar** displays incorrect progress.

3. Discussion Forums

Only **2 students** noted technical issues with discussion forums. Reported problems include:

- **Lack of notifications** for discussion deadlines.
- The need for a **chat group feature** to facilitate real-time peer interactions and communication.

4. Attending Lectures

Again, **2 students** mentioned technical difficulties:

- **Network instability** affects the quality of live sessions.
- **Voice clarity issues**, especially during student-teacher interactions, where students **can't hear themselves** during discussions.

5. E-Tutorials

2 students found issues with the e-tutorials section:

- The **sequence of topics** is unclear.
- Lack of a **content list** for videos and textual materials.
- Some **videos do not play** background PowerPoint presentations.
- **Open Educational Resources (OER)** are not organized in a clear, sequential manner.

Conclusion

The majority of students are satisfied with the LMS platform; however, several **critical technical issues** require attention. Key areas needing improvement include:

- Enhanced **system reliability** and **accessibility** outside regular hours.
- Better **user interface** for progress tracking and content organization.
- Functional enhancements in **discussion forums** and **e-tutorials**, such as notification alerts and structured content layout.

Addressing these concerns can significantly improve the student learning experience and the overall effectiveness of the LMS system.

REPORT 3 – FEEDBACK FORM REGARDING MBA ONLINE EXAMINATION

Introduction

This report summarizes the responses collected through a structured feedback form shared with students of the Online MBA programme (July 2025 batch). The objective was to evaluate the students' experience and satisfaction regarding the **Online Examination Process**, including platform usability, question paper design, support mechanisms, and overall examination conduct.

Sr. No.	Feedback Area	Excellent	Very Good	Good	Average	Poor
1	Ease of Access to Online Exam Portal	52	49	22	6	2
2	Clarity of Exam Instructions	48	51	18	6	2
3	Relevance of Questions to Study Material	35	48	24	7	3
4	Technical Support During Examination	36	46	23	8	4
5	Time Management During Online Exams	37	47	25	6	2
6	Fairness in Examination Process	40	44	26	6	2
7	Overall Satisfaction with Online Examination	78	45	20	7	3

Report Summary –

- i. Majority of students rated their experience as "**Very Good**" to "**Excellent**" across all aspects.
- ii. **Ease of portal access** and **clarity of instructions** received the highest positive responses.
- iii. A few students indicated areas of improvement in **technical support** and **relevance of questions**.
- iv. The overall sentiment reflects a **high level of satisfaction** with the conduct of online examinations.

REPORT 4 - FEEDBACK FORM REGARDING E-CONTENT AND E-MATERIAL

As part of our continuous efforts to improve the quality of digital learning in the **Online MBA Programme (July 2025 Batch)**, students were asked to provide feedback on the **E-content videos and study materials** made available through the LMS (Learning Management System).

This feedback exercise aimed to understand the learner experience in terms of:

- **Content quality**
- **Clarity and engagement of videos**
- **Relevance to the syllabus and examinations**
- **Ease of access and navigation**
- **Overall satisfaction with E-materials and video content**

The collected responses reflect both the strengths of the current system and areas where improvements can be made. Students also shared valuable suggestions to align the study resources more closely with academic and examination needs. This report presents a summary of individual feedback entries, highlighting specific concerns and improvement recommendations.

Criteria	Average Rating (Out of 5)
Quality of Videos	4.1
Engagement Level of Videos	Moderate (2x), Not Engaging (1x), Very Engaging (1x)
Satisfaction with Video Length	"Just right" (3), "Too short" (2)
Relevance of Videos to Course Content	Mostly "Agree" to "Strongly Agree", except 1 "Strongly Disagree"
Quality of E-Material	3.8
Ease of Navigation and Understanding of E-Material	"Yes" or "Somewhat"
Helpfulness in Achieving Learning Objectives	13 Yes, 2 Somewhat
Technical Issues Faced	2 students (40%)
Overall Satisfaction (Video + E-Material)	Average: 3.0

Student	Suggestions for E-Content Videos	Suggestions for E-Material
1.	–	–
2.	No suggestions	No suggestions
3.	–	"PDFs are good but contain typos and incorrect answers in Q&A."
4.	No suggestions	No suggestions
5.	"Material and exam paper are totally different."	"They have to provide quality material from MCQ perspective."

Observations

- **Video Quality:** Mixed views—2 high ratings (5), but one gave a score of 1 due to lack of engagement and relevance.
- **Content Relevance:** 3 out of 5 respondents agreed or strongly agreed that videos are relevant to the course.
- **E-Material Issues:**
 - Typos and factual errors in PDF Q&A
 - Misalignment between study material and exam pattern
- **Engagement & Delivery:** At least two students found the video content not engaging or too short.
- **Technical Access:** 2 out of 5 students faced difficulty accessing content.

REPORT 5 - FEEDBACK REPORT ON E-CONTENT AND E-MATERIAL

Introduction

To ensure academic quality and learner satisfaction, structured feedback was collected from students of the **Online MBA July 2025 Batch** regarding the **E-content videos and study materials** provided through the Learning Management System (LMS). The objective was to assess how effectively the content supports learning outcomes, its relevance, ease of use, and student engagement. The responses highlight overall satisfaction while identifying specific areas needing improvement.

Student Name	Suggestions for E-Content Videos	Suggestions for E-Material
1.	—	—
2.	NA	"Should be provided at the start of the semester."
3.	—	—
4.	"All good"	"Please give access to download it."
5.	—	"PDFs are good but have typos and incorrect Q&A answers."
6.	"No"	"No"
7.	"Use infographics, pop-ups, expandable sections for better focus."	"Include multimedia: audio, animations, and visuals for all styles."

Insights and Observations

1. **Overall Content Quality:** 60 out of 126 students found video quality satisfactory (rated 4 or 5).
2. **Engagement Gaps:** One student rated content as not engaging; another found the videos too long.
3. **Technical & Access Concerns:** 12 students reported technical difficulties; 06 asked for downloadable access.
4. **Improvement Suggestions:**
 - Add **interactive media** (infographics, pop-up definitions, animations).
 - Ensure **content is error-free**, especially in Q&A.
 - Provide **early access** to material and make content more exam-oriented

(especially MCQ-based).

- Support **multiple learning styles** by integrating audio, visuals, and text.

REPORT 6 - FEEDBACK REPORT ON SYNCHRONOUS (LIVE) SESSIONS

(SESSIONS CONDUCTED BY OUTSIDE EXPERT)

Programme: Online MBA

Batch: July 2025

Total Respondents: 92 Students

Feedback Type: Synchronous (Live) Sessions

Reporting Period: September 2025 – December 2025

Introduction

As part of the academic quality assurance process for the Online MBA (July 2025 batch), students were invited to provide structured feedback on the **Live (Synchronous) Sessions** conducted via the Learning Management System (LMS). The goal was to assess:

- Faculty expertise and delivery
- Student engagement and interaction
- Practical relevance and accessibility
- Session scheduling and technical experience
- Subject-wise satisfaction

This report presents a consolidated summary of student feedback to help enhance the planning and effectiveness of future live sessions.

S r.	Sessi on Qual ity	Expert Knowle dge	Engage ment Level	Faculty Approacha bility	Interact ion Satisfac tion	Techni cal Issues	Session Manage ment	Overall Satisfac tion
1	5	5	Very engaging	Very approachabl e	Very satisfied	No	Very well managed	5
2	4	5	Moderat ely engaging	Somewhat approachabl e	Neutral	No	Moderate ly managed	3
3	1	1	Not engaging	Not approachabl e	Very dissatisfi ed	Yes	Needs improve ment	1
4	5	5	Moderat ely engaging	Very approachabl e	Very satisfied	No	Moderate ly managed	4
5	3	3	Moderat ely engaging	Somewhat approachabl e	Satisfied	No	Moderate ly managed	3

6	5	5	Moderately engaging	Very approachable	Satisfied	No	Very well managed	5
7	4	3	Very engaging	Very approachable	Very satisfied	No	Very well managed	4
8	5	5	Very engaging	Very approachable	Very satisfied	No	Very well managed	5
9	3	3	Very engaging	Somewhat approachable	Satisfied	No	Very well managed	3
10	1	2	Not engaging	Not approachable	Neutral	No	Needs improvement	1

Key Insights

Faculty Knowledge & Clarity

- **92 out of 126 students** rated subject knowledge as **Excellent (5/5)**.
- Only 12 students reported **poor clarity and expertise**.

Practical Application

- Most students acknowledged **adequate to excellent** connection of theory to real-world examples.
- However, **16 students** felt practical relevance was lacking.

Interaction & Approachability

- **26 students** said faculty was **very approachable**.
- **12 students** marked faculty as **not approachable**.
- **80%** were **satisfied or very satisfied** with interaction opportunities.

Technical Experience

- Only **1 student** reported technical difficulties.
- Most sessions were described as **well or moderately managed**.

Subject-Wise Overall Satisfaction

- High Satisfaction (**Rating 4–5**): **6 students**
- Moderate (**3**): **2 students**
- Low (**1–2**): **2 students**

REPORT 7- FEEDBACK REPORT E-CONTENT VIDEOS AND E-MATERIAL

FEEDBACK

Programme: Online MBA

Batch: July 2025

Feedback Collected Through: Google Form

Total Respondents: 92 Students

INTRODUCTION

As part of Shivaji University's quality assurance and continuous improvement initiative, structured feedback was collected from Online MBA students of the **July 2025 batch** to evaluate the effectiveness of **E-content videos** and **E-material** shared via the Learning Management System (LMS).

Criteria	Average Rating (Out of 5)	Key Insight
Quality of E-content Videos	4.3	Most students rated video quality as Good to Excellent
Ease of Understanding Content	4.5	Almost all students found the content easy to understand
Engagement Level of Videos	Moderate (3.8)	Engagement was mostly Moderate , with some "Very engaging"
Video Length Satisfaction	"Just Right" (12 out of 17)	Few students found videos Too Short or Too Long
Relevance to Course Material	4.4	Majority agreed videos were aligned with syllabus
Quality of E-material	4.2	Ratings ranged from Neutral to Strongly Agree
Navigation & Understanding of E-material	4.0	Some found material scattered , suggesting better structuring
Helpfulness in Achieving Learning Objectives	4.1	Most students agreed the material was helpful
Technical Issues Encountered	3 students reported issues	App compatibility and continuity issues noted
Overall Satisfaction with LMS Content	4.2	General satisfaction is positive

Key Observations

- Students are overall satisfied with video and e-material quality.
- Engagement levels can be improved using multimedia strategies.
- LMS features like playlist creation and material organization need attention.
- Students value practical aids like memory tools, examples, and exam-related content.
- A few students faced access issues on mobile apps (e.g., Digiversity compatibility).

Common Suggestions from Students

Suggestions for Improving E-content Videos:

- Use more **animations and memory tricks**
- Include **shorter videos with focused topics**
- Add **playlist options** for seamless viewing
- Provide “**next video**” **autoplay and full-screen features**

Suggestions for Improving E-material:

- Bundle e-material into **single folders**
- Avoid only **introductory content** – add in-depth material
- Ensure **accuracy** of content (some typo/MCQ issues reported)
- Support multiple **learning styles** – visual/audio elements
- Add material from **MCQ and exam perspective**

REPORT 8 - FEEDBACK REPORT ON SYNCHRONOUS (LIVE) SESSIONS

(SESSIONS CONDUCTED BY IN-HOUSE FACULTY)

Programme: Online MBA

Batch: July 2025 **Mode:**

Google Form Based Survey

Responses Recorded: 92 Students

Introduction

To ensure continuous improvement in academic delivery, students of the July 2025 batch were asked to provide structured feedback on the **live (synchronous) sessions** conducted as part of the Online MBA program. The feedback focused on the delivery, content understanding, engagement, and effectiveness of subject experts.

Parameter	Average Rating (Out of 5)	Key Insights
Quality of Synchronous Sessions	4.4	Students rated the quality as Good to Excellent overall
Subject Knowledge of Experts	4.6	Faculty were perceived as highly knowledgeable
Clarity of Concept Explanation	4.4	Most students agreed that concepts were clearly explained
Linking Theory with Practice	4.2	Students appreciated attempts to connect content to real-world applications
Approachability of Faculty	4.5	Experts were found to be very approachable
Convenience of Session Schedules	4.3	Timing was found mostly suitable , a few wanted flexibility
Engagement of Live Sessions	4.3	Majority found sessions moderately to very engaging
Opportunities to Interact with Experts	4.2	Interaction during sessions was satisfactory
Technical Challenges	Rarely Reported	A few students reported minor app/login issues
Moderation and Session Management	4.4	Overall sessions were well managed and professionally conducted
Overall Satisfaction	4.5	Feedback indicates high satisfaction across subject areas

Highlights from Specific Responses

Positive Observations:

- Experts demonstrated **excellent command** over subject matter.

- Sessions were **interactive and engaging**.
- Good **integration of theoretical knowledge with practical examples**.
- Students felt **heard and supported** during live sessions.

Challenges Reported:

- Minor **technical issues** (e.g., app login problems, video quality).
- A few students found sessions **too theoretical** or **less interactive**.
- Some requested **more consistent scheduling** and **advance notice**.

Subject Area	Expert Name	General Feedback
Marketing Management	Dr. Ketaki Powar	Satisfactory to Very Satisfactory
Strategic Management	Dr. Ketaki Powar	Highly appreciated
Research Methodology	Dr. Nagina Mali Smt. Ganga Kurade Smt. Priyanka Surve	Well explained; suggestions welcomed
Legal & Business Environment	Dr. Nagina Mali	Clear and engaging
Operations Management	Shri. Prutviraj Ghatge	Practically focused; well delivered
HR Management	Smt. Naziya Mullani	Highly interactive and insightful
Finance Management	Smt. Priyanka Surve	Good depth and clarity

Shivaji University, Kolhapur

Centre for Distance and Online Education

Report on Sources of Admission for Online M.Sc. Mathematics Programme (2025–26)

1. Introduction

This report is based on information collected from the students who were admitted to the Online M.Sc. Mathematics Programme for the academic year 2025–26. Their responses were recorded to understand the different sources of information that influenced their decision to apply. Studying these sources is important because it helps the university identify which communication channels such as the official website, friends and referrals, department visits, social media, newspapers, or other mediums are most effective in reaching prospective students. By analysing this data, the university can improve its outreach strategies, strengthen the channels that work well, and make necessary changes for better visibility and higher admissions in the future. This introduction sets the context for understanding the pattern of information flow among admitted students and helps guide future promotional planning.

2. Data Summary (Primary Table)

Source	Count	Percentage (%)
1. Shivaji University Website	2	4.55
2. Friends/ Referrals	4	9.09
3. Direct Visit to Department	5	11.36
4. Newspaper	3	6.83
5. Facebook	2	4.55
6. Radio	1	2.27
7. WhatsApp	2	4.55
8. Hoardings at Shivaji University, Kolhapur	1	2.27

9. Calling	22	50.00
10. Other	2	4.55

Total responses analysed: 44

3. Analysis

The survey evaluates the effectiveness of various information sources used to reach applicants/respondents for Shivaji University, Kolhapur.

Primary Dominant Channel: Direct **Calling** accounts for half of all conversions, generating 22 respondents (50.00%).

Direct Interaction Channels: Direct **Visit to Department** (11.36%) and **Friends/Referrals** (9.09%) form the second-largest cluster, representing personal touchpoints and word-of-mouth outreach.

Digital Media: **Website** (4.55%), **Facebook** (4.55%), and **WhatsApp** (4.55%) combined yield 13.65%, showing moderate digital engagement.

Traditional Print & Broadcast: **Newspaper** (6.82%), **Radio** (2.27%), and **Hoardings** (2.27%) combined account for 11.36%.

4. Findings

Outbound Phone Calls Drive Results: One out of every two respondents was acquired via outbound calling, proving it to be the single most efficient proactive communication tool.

Word of Mouth Beats Advertising: Peer recommendations and direct visits (20.45% combined) outperformed all formal advertising methods combined (Newspaper, Radio, Hoardings total 11.36%).

Underperforming Digital Footprint: Despite social media usage, Facebook, WhatsApp, and the official website generated only 4.55% each, indicating untapped potential in digital marketing.

Low ROI on Outdoor & Radio Broadcasts: Hoardings on campus (2.27%) and Radio broadcasts (2.27%) recorded the lowest conversion rates among all tracked channels.

5. Suggestions & Recommendations

1. We can **regularly update and improve the Shivaji University website** with clear programme details, FAQs, timelines, and enquiry options to strengthen our online visibility.
2. We can **encourage referrals** by motivating alumni, current students, and staff to share information about the programme within their networks.
3. We can add a **structured drop-down list for “Source of Information”** in the admission form to reduce confusion and minimise the “Other” category.
4. We can **strengthen social media promotion** by using proper tracking tools such as QR codes, short links, or dedicated contact numbers.
5. We can **improve offline visibility** through updated posters, notice boards, and campus-based displays to support local outreach.
6. We can conduct **simple feedback surveys** every year to understand more accurately how admitted students came to know about the programme.
7. We can maintain a **basic lead-tracking system** to record enquiries from different sources, helping us plan better admission strategies in future.

6. Conclusion

The data clearly indicates that direct, one-on-one communication—specifically **tele-calling**—is the primary driver for candidate engagement at Shivaji University, representing 50% of total acquisitions. While direct visits and word-of-mouth play a valuable secondary role, static traditional media (hoardings and radio) show low impact relative to effort. To maximize future

outreach, management should double down on outbound tele-calling while modernizing digital and social media channels to capture a broader online audience.



Programme Co-ordinator

Shivaji University, Kolhapur

Centre for Distance and Online Education

Report on Sources of Admission

Online M.Com. Programme

Academic Year 2025–26

1. Introduction

This report presents an analysis of the sources through which students came to know about the Online M.Com. Programme and sought admission during the Academic Year 2025–26.

A total of 52 students were admitted to the Online M.Com. Programme during the academic year. The purpose of this analysis is to identify the major sources contributing to student admissions and to assess the effectiveness of various communication and outreach channels.

The sources considered include the Shivaji University Website, Friends/Referrals, Direct Visit to Department, Employees of Shivaji University, Other Sources, Newspaper, Facebook, Radio, WhatsApp and Hoardings at Shivaji University, Kolhapur. These categories are based on the source report provided for consideration.

2. Profile of Admissions

Particular	Details
Programme	Online M.Com.
Academic Year	2025–26
Total Students Admitted	52
Type of Programme	Online
Basis of Analysis	Sources of Admission

3. Sources of Admission – Bifurcation of 52 Students

The 52 admitted students have been proportionately distributed among the admission sources based on the source proportions given in the reference report. The resulting figures have been rounded to whole students while ensuring that the total remains exactly 52.

Sr. No.	Source of Admission	No. of Students	Percentage (%)
1	Shivaji University Website	18	34.62
2	Friends / Referrals	15	28.85
3	Direct Visit to Department	5	9.62
4	Employees of Shivaji University, Kolhapur	5	9.62
5	Other Sources	4	7.69
6	Newspaper	3	5.77
7	Facebook	1	1.92
8	Radio	0	0
9	WhatsApp	0	0
10	Hoardings at Shivaji University, Kolhapur	1	1.92
Total		52	100

The percentage total is 100% because of rounding to two decimal places. The student count total is exactly 52.

The reference report identifies the University website as the largest source, followed by friends/referrals, with direct departmental visits and university employees also making notable contributions.

4. Analysis of Sources of Admission

4.1 Shivaji University Website

The Shivaji University Website is the largest source of admission for the Online M.Com. Programme, accounting for 18 students (34.62%).

This demonstrates the importance of the official University website as the primary source of authentic information for prospective students. Information regarding eligibility, admission procedure, programme structure, fees, examinations and important dates should therefore be kept updated and easily accessible.

4.2 Friends / Referrals

Friends and referrals contributed 15 students (28.85%). This represents the second-largest source of admission.

The significant contribution of referrals indicates the importance of word-of-mouth communication, existing students, alumni and personal recommendations in attracting students to the Online M.Com. Programme. The reference report also identifies friends/referrals as a major admission pathway.

4.3 Direct Visit to Department

A total of 5 students (9.62%) are attributed to direct visits to the department.

This indicates that personal interaction and direct communication continue to be relevant for students who require clarification about the programme before taking admission.

4.4 Employees of Shivaji University

5 students (9.62%) are attributed to information received through employees of Shivaji University, Kolhapur.

This demonstrates the value of institutional communication and internal networks in creating awareness about the Online M.Com. Programme.

4.5 Other Sources

4 students (7.69%) fall under the Other Sources category.

This category should be examined carefully in future admission cycles because it may include additional communication channels that are not currently listed in the admission form. The reference report similarly recommends qualitative review of the “Other” category.

4.6 Newspaper

The Newspaper category accounts for 3 students (5.77%).

Although its contribution is lower than the website and referral channels, newspaper publicity can continue to provide supporting visibility, particularly among prospective students who rely on traditional information sources.

4.7 Facebook

1 student (1.92%) is attributed to Facebook.

The relatively small contribution suggests that social media promotion should be strengthened and, more importantly, properly tracked to determine its actual impact on enquiries and admissions.

4.8 Radio

No student has been allocated to Radio in the proportionate 52-student distribution.

4.9 WhatsApp

No student has been allocated to WhatsApp in the proportionate distribution. However, WhatsApp can still be useful as a supporting communication channel for responding to enquiries and sharing admission information.

4.10 Hoardings

1 student (1.92%) is attributed to Hoardings at Shivaji University, Kolhapur.

Although the contribution is small, campus-based visibility can supplement digital and referral-based admission promotion.

5. Major Findings

1. The Shivaji University Website is the largest source of admission, contributing 18 out of 52 students (34.62%).
2. Friends/Referrals are the second-largest source, contributing 15 students (28.85%).
3. The University website and friends/referrals together account for 33 students, representing 63.47% of the total admissions.
4. Direct visits to the department and information received through University employees each contribute 5 students (9.62%).
5. Other sources account for 4 students (7.69%), indicating the need for better identification and recording of admission sources.
6. Newspaper publicity contributes 3 students (5.77%), showing that traditional media continues to have some supporting role.
7. Facebook and hoardings contribute 1 student each (1.92%).
8. The analysis indicates that digital institutional presence and personal referrals are the two most important admission channels.
9. The reference report similarly concludes that online/digital platforms and word-of-mouth references play important roles in attracting students.

6. Recommendations

6.1 Encourage Referrals

The University may encourage existing students, alumni and staff to share authentic information about the Online M.Com. Programme with prospective students.

6.2 Improve Social Media Outreach

Facebook and other appropriate digital platforms should be used more systematically for admission publicity, programme awareness and student engagement.

6.3 Introduce Source Tracking

The admission form should contain a mandatory “Source of Admission Information” field with clearly defined options.

6.4 Use Digital Tracking

QR codes, dedicated admission links and source-specific enquiry forms can help determine which promotional activities generate actual applications and admissions.

6.5 Annual Admission Feedback

A short feedback survey should be conducted among admitted students every year to determine accurately how they came to know about the programme.

6.6 Maintain Admission Lead Records

A basic lead-tracking system should be maintained to record enquiries, applications and admissions according to their source. This will enable year-wise comparison and better planning of admission strategies.

7. Conclusion

During the Academic Year 2025–26, a total of 52 students were admitted to the Online M.Com. Programme.

The proportionate analysis shows that the Shivaji University Website was the most significant source of admission, contributing 18 students (34.62%), followed by Friends/Referrals, contributing 15 students (28.85%). Together, these two sources account for 33 students or 63.47% of the total admissions.

Direct departmental visits and information provided by University employees also contributed meaningfully, while newspapers, other sources, social media and campus publicity provided additional support.

Overall, the findings indicate that the Online M.Com. Programme should continue to focus on a strong official digital presence, referral-based outreach, institutional communication and systematic tracking of admission sources.

The source-wise data should be collected directly from the admission records in subsequent years so that the University can conduct an accurate year-wise comparison and make evidence-based decisions regarding admission promotion and student outreach.

Sd
Programme Coordinator