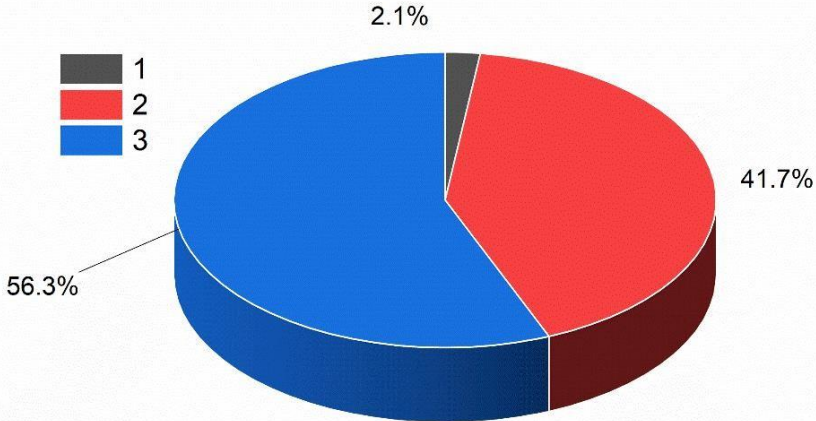
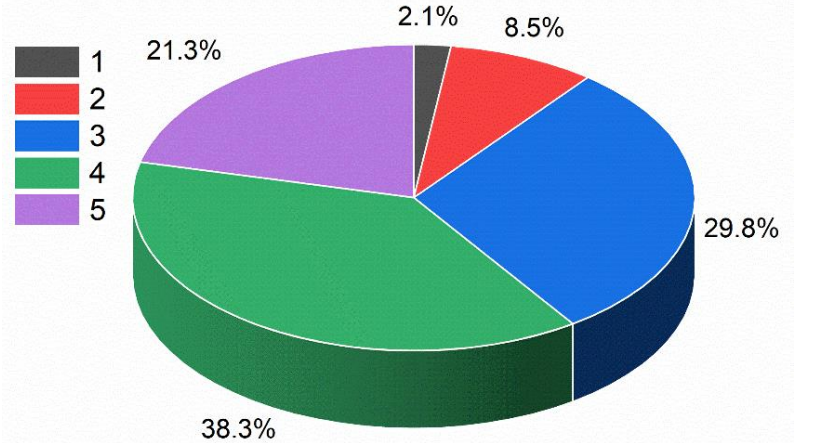
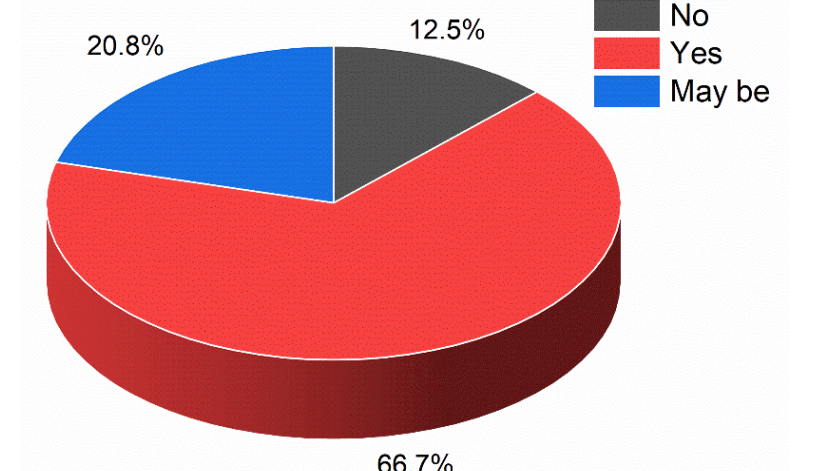
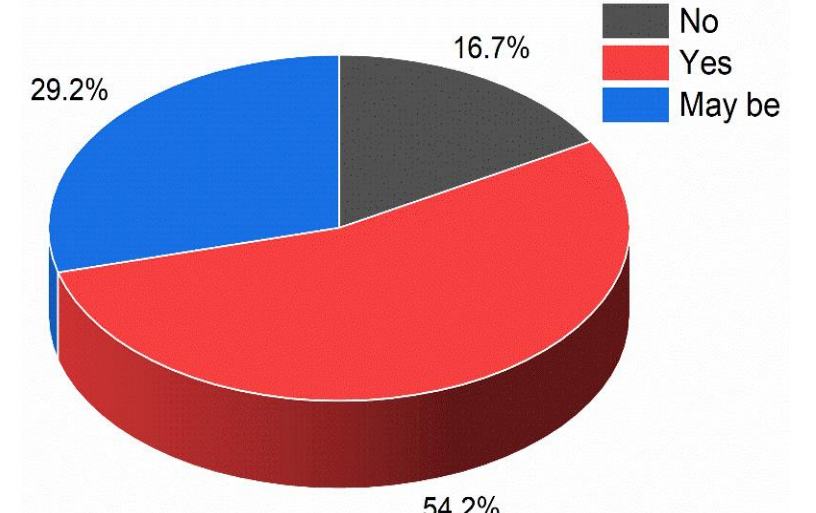


Structured Feedback from Alumni

<p>1. Relevance of Curriculum.</p>	<table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2.1%</td> </tr> <tr> <td>3</td> <td>12.5%</td> </tr> <tr> <td>4</td> <td>47.9%</td> </tr> <tr> <td>5</td> <td>37.5%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	2.1%	3	12.5%	4	47.9%	5	37.5%
Rating	Percentage												
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2	2.1%												
3	12.5%												
4	47.9%												
5	37.5%												
<p>2. Relevance in continuation with previous degree course.</p>	<table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.1%</td> </tr> <tr> <td>2</td> <td>6.3%</td> </tr> <tr> <td>3</td> <td>14.6%</td> </tr> <tr> <td>4</td> <td>39.6%</td> </tr> <tr> <td>5</td> <td>37.5%</td> </tr> </tbody> </table>	Rating	Percentage	1	2.1%	2	6.3%	3	14.6%	4	39.6%	5	37.5%
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<p>3. Relevance with "current 'State of the art' Research"</p>	<table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2.1%</td> </tr> <tr> <td>3</td> <td>8.3%</td> </tr> <tr> <td>4</td> <td>56.3%</td> </tr> <tr> <td>5</td> <td>33.3%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	2.1%	3	8.3%	4	56.3%	5	33.3%
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<p>4. Content (volume) of the syllabus.</p>	 <p>A 3D pie chart showing the distribution of responses for 'Content (volume) of the syllabus'. The chart is divided into three segments: 56.3% (blue), 41.7% (red), and 2.1% (black). A legend indicates 1 (black), 2 (red), and 3 (blue).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.1%</td> </tr> <tr> <td>2</td> <td>41.7%</td> </tr> <tr> <td>3</td> <td>56.3%</td> </tr> </tbody> </table>	Response	Percentage	1	2.1%	2	41.7%	3	56.3%				
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3	56.3%												
<p>5. Does the curriculum build sufficient workplace (job) skills?</p>	 <p>A 3D pie chart showing the distribution of responses for 'Does the curriculum build sufficient workplace (job) skills?'. The chart is divided into five segments: 38.3% (green), 29.8% (blue), 21.3% (purple), 8.5% (red), and 2.1% (black). A legend indicates 1 (black), 2 (red), 3 (blue), 4 (green), and 5 (purple).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.1%</td> </tr> <tr> <td>2</td> <td>8.5%</td> </tr> <tr> <td>3</td> <td>29.8%</td> </tr> <tr> <td>4</td> <td>38.3%</td> </tr> <tr> <td>5</td> <td>21.3%</td> </tr> </tbody> </table>	Response	Percentage	1	2.1%	2	8.5%	3	29.8%	4	38.3%	5	21.3%
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<p>6. Does the curriculum build technical skills?</p>	 <p>A 3D pie chart showing the distribution of responses for 'Does the curriculum build technical skills?'. The chart is divided into three segments: 66.7% (red), 20.8% (blue), and 12.5% (black). A legend indicates No (black), Yes (red), and May be (blue).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>12.5%</td> </tr> <tr> <td>Yes</td> <td>66.7%</td> </tr> <tr> <td>May be</td> <td>20.8%</td> </tr> </tbody> </table>	Response	Percentage	No	12.5%	Yes	66.7%	May be	20.8%				
Response	Percentage												
No	12.5%												
Yes	66.7%												
May be	20.8%												
<p>7. Does the Curriculum inculcate workplace problem solving approach?</p>	 <p>A 3D pie chart showing the distribution of responses for 'Does the Curriculum inculcate workplace problem solving approach?'. The chart is divided into three segments: 54.2% (red), 29.2% (blue), and 16.7% (black). A legend indicates No (black), Yes (red), and May be (blue).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>16.7%</td> </tr> <tr> <td>Yes</td> <td>54.2%</td> </tr> <tr> <td>May be</td> <td>29.2%</td> </tr> </tbody> </table>	Response	Percentage	No	16.7%	Yes	54.2%	May be	29.2%				
Response	Percentage												
No	16.7%												
Yes	54.2%												
May be	29.2%												

<p>8. Whether the Curriculum has good balance between theory and application?</p>		<p>A 3D pie chart with three segments. The largest segment is red (Yes) at 77.1%, the blue segment (May be) is 16.7%, and the smallest is grey (No) at 6.3%. A legend to the right identifies the colors: No (grey), Yes (red), and May be (blue).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>6.3%</td> </tr> <tr> <td>Yes</td> <td>77.1%</td> </tr> <tr> <td>May be</td> <td>16.7%</td> </tr> </tbody> </table>	Response	Percentage	No	6.3%	Yes	77.1%	May be	16.7%				
Response	Percentage													
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Yes	77.1%													
May be	16.7%													
<p>9. Does the Curriculum promote social orientation.</p>		<p>A 3D pie chart with three segments. The largest segment is red (Yes) at 58.3%, the blue segment (May be) is 22.9%, and the grey segment (No) is 18.8%. A legend to the right identifies the colors: No (grey), Yes (red), and May be (blue).</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>18.8%</td> </tr> <tr> <td>Yes</td> <td>58.3%</td> </tr> <tr> <td>May be</td> <td>22.9%</td> </tr> </tbody> </table>	Response	Percentage	No	18.8%	Yes	58.3%	May be	22.9%				
Response	Percentage													
No	18.8%													
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<p>10. How do you rate the quality of the syllabus?</p>		<p>A 3D pie chart with five segments representing ratings from 1 to 5. The largest segment is green (4) at 52.1%, followed by purple (5) at 31.3%, blue (3) at 14.6%, red (2) at 2.1%, and grey (1) at 0%. A legend to the left identifies the ratings: 1 (grey), 2 (red), 3 (blue), 4 (green), and 5 (purple).</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2.1%</td> </tr> <tr> <td>3</td> <td>14.6%</td> </tr> <tr> <td>4</td> <td>52.1%</td> </tr> <tr> <td>5</td> <td>31.3%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	2.1%	3	14.6%	4	52.1%	5	31.3%
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<p>11. How much you are satisfied with the overall curriculum?</p>		<p>A 3D pie chart with five segments representing satisfaction levels from 1 to 5. The largest segments are green (4) and purple (5), both at 41.7%. Other segments include blue (3) at 12.5%, red (2) at 2.1%, and grey (1) at 2.1%. A legend to the left identifies the satisfaction levels: 1 (grey), 2 (red), 3 (blue), 4 (green), and 5 (purple).</p> <table border="1"> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.1%</td> </tr> <tr> <td>2</td> <td>2.1%</td> </tr> <tr> <td>3</td> <td>12.5%</td> </tr> <tr> <td>4</td> <td>41.7%</td> </tr> <tr> <td>5</td> <td>41.7%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	1	2.1%	2	2.1%	3	12.5%	4	41.7%	5	41.7%
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Institute of Science incorporates alumni feedback to improve the quality of academic programs, especially for design and review of the syllabus. Feedback was obtained from some alumni. The alumni rated all parameters: Provision of sufficient choices for the students in selecting courses, Availability of Interdisciplinary courses, Adequacy of the curriculum, Opportunity for developing skills in the curriculum, Depth of the curriculum, Availability of instructional hours, Easy availability of study materials, Relevance of the course for providing employability, Worth of syllabus in catering to the needs of industry/society, Equipping the students' for higher studies, Comfortability concerning the distribution of courses over the duration of the program, and Conduciveness of the syllabus for the student's readiness towards recruitment, as excellent. Alumni feel proud to be students of the Institute of Science, Mumbai. Alumni appreciated the introduction of CBCS as according to them that has increased the scope of interdisciplinary discussion. They were also all praised for the examination process. The pass-out students were well impressed with the developments in the University in recent years. The alumni have also appreciated the cooperativeness of faculty members. A similar percentage of alumni opined that department administration should take initiative to efficiently enroll and strengthen the alumni association. The learning received at the Institute was found useful by alumni in their careers. Similar to current students and alumni have also acknowledged the excellent knowledge of faculty members. The alumni members also requested that some short-term certificate or skill development courses may be started out of working hours so that they can also get benefitted from the course.