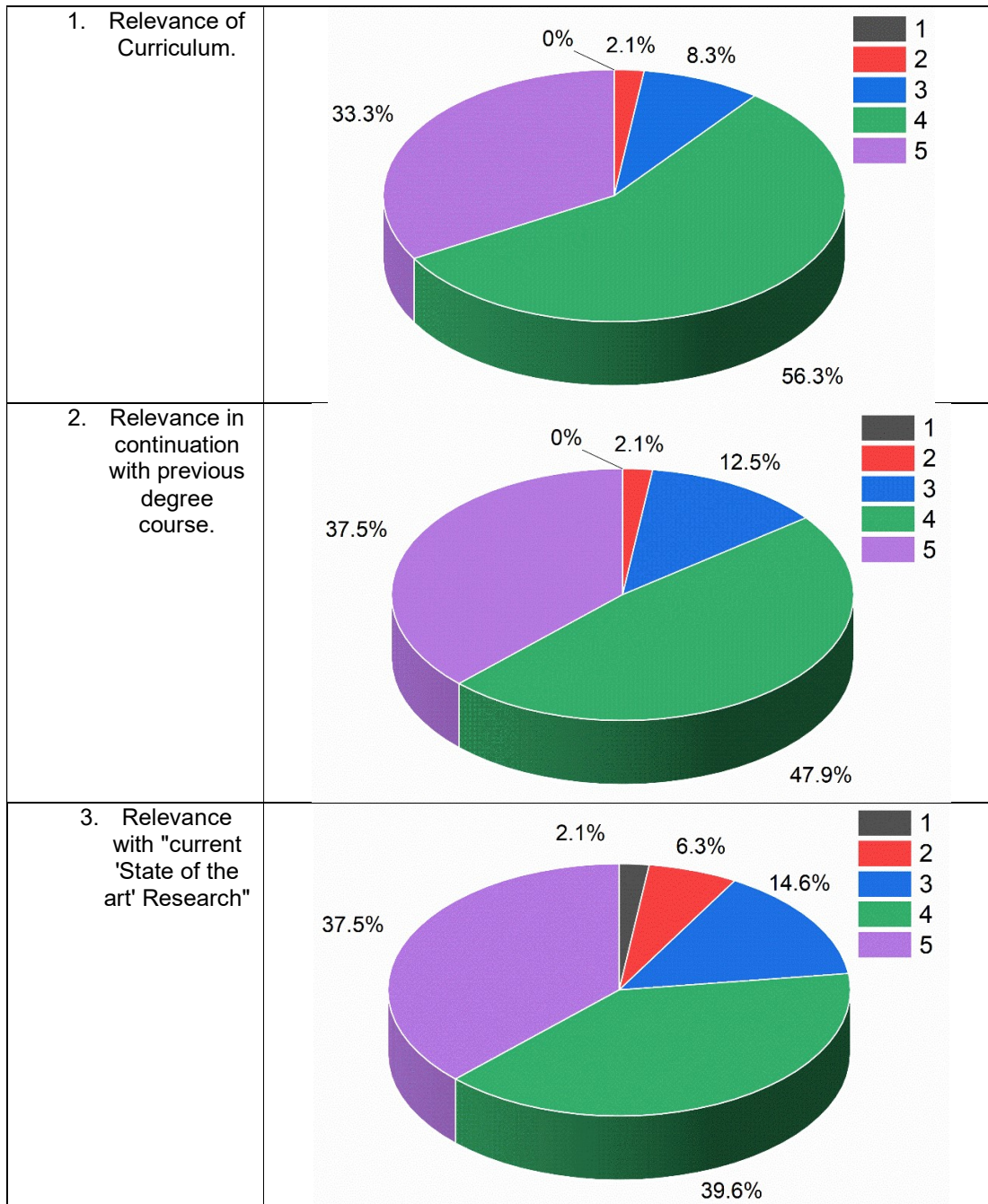
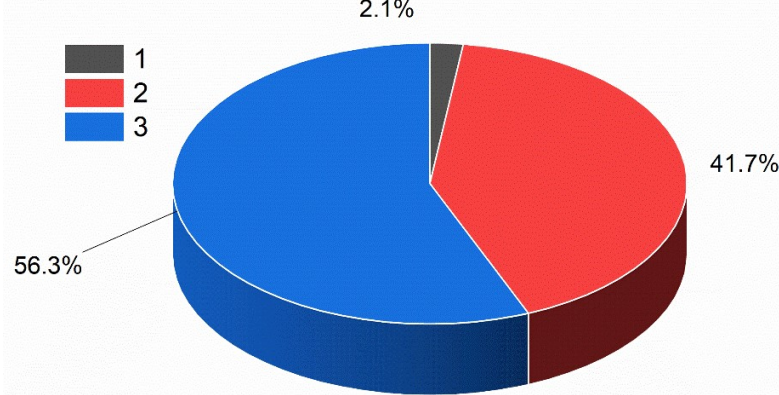
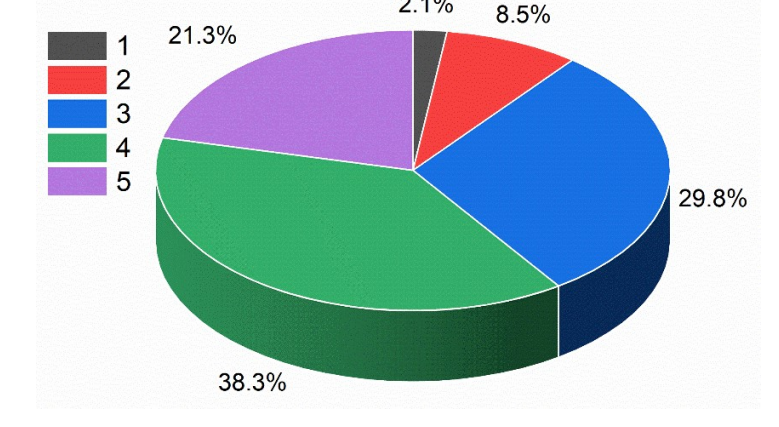
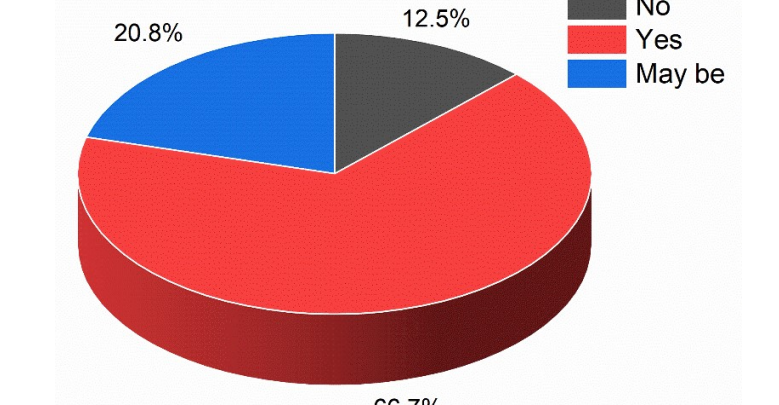
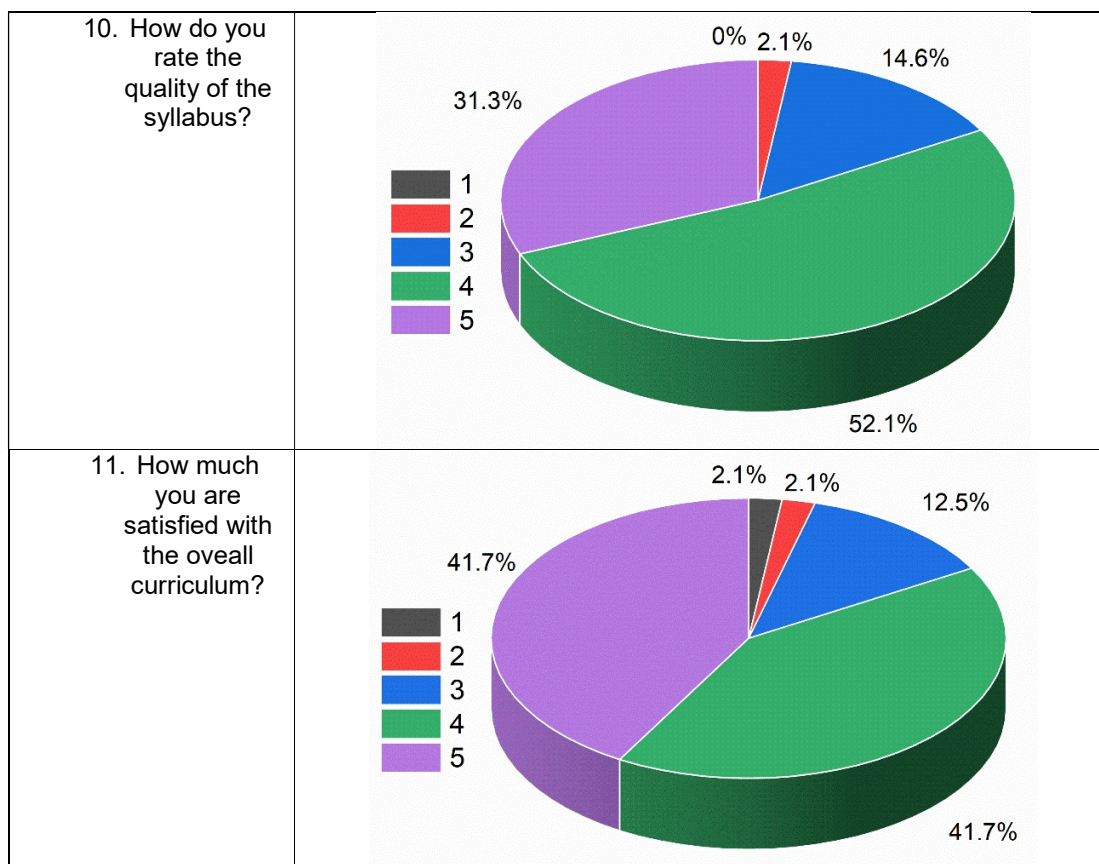


## Structured Feedback from Alumni



<p>4. Content (volume) of the syllabus.</p>	 <p>A 3D pie chart with three segments. The largest segment is blue (56.3%), followed by red (41.7%), and a small black segment (2.1%). A legend to the left shows a black square for '1', a red square for '2', and a blue square for '3'.</p> <table border="1"> <thead> <tr> <th>Category</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>	Category	Percentage	1	2.1%	2	41.7%	3	56.3%				
Category	Percentage												
1	2.1%												
2	41.7%												
3	56.3%												
<p>5. Does the curriculum build sufficient workplace (job) skills?</p>	 <p>A 3D pie chart with five segments. The largest segment is green (38.3%), followed by blue (29.8%), purple (21.3%), red (8.5%), and a small black segment (2.1%). A legend to the left shows colored squares for categories 1 through 5.</p> <table border="1"> <thead> <tr> <th>Category</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>	Category	Percentage	1	2.1%	2	8.5%	3	29.8%	4	38.3%	5	21.3%
Category	Percentage												
1	2.1%												
2	8.5%												
3	29.8%												
4	38.3%												
5	21.3%												
<p>6. Does the curriculum build technical skills?</p>	 <p>A 3D pie chart with three segments. The largest segment is red (66.7%), followed by blue (20.8%), and black (12.5%). A legend to the right shows a black square for 'No', a red square for 'Yes', and a blue square for 'May be'.</p> <table border="1"> <thead> <tr> <th>Category</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>	Category	Percentage	No	12.5%	Yes	66.7%	May be	20.8%				
Category	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 with three slices. The largest slice is red (Yes) at 54.2%, the second largest is blue (May be) at 29.2%, and the smallest is grey (No) at 16.7%. A legend to the right shows a grey square for 'No', a red square for 'Yes', and a blue square for 'May be'.</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 slices. The largest slice is red (Yes) at 77.1%, the second largest is blue (May be) at 16.7%, and the smallest is grey (No) at 6.3%. A legend to the right shows a grey square for 'No', a red square for 'Yes', and a blue square for 'May be'.</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								
No	6.3%								
Yes	77.1%								
May be	16.7%								
<p>9. Does the Curriculum promote social orientation.</p>	<p>A 3D pie chart with three slices. The largest slice is red (Yes) at 58.3%, the second largest is blue (May be) at 22.9%, and the smallest is grey (No) at 18.8%. A legend to the right shows a grey square for 'No', a red square for 'Yes', and a blue square for 'May be'.</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%								
Yes	58.3%								
May be	22.9%								



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.